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TOWARDS THE DETERMINATION OF FOLLOWER MATURITY:
AN OPERATIONALIZATION OF LIFE CYCLE LEADERSHIP

A Dissertation Presented

By

CAPTAIN LOREN IRVING MOORE, UNITED STATES NAVY

Submitted to the Graduate School of the
University of Massachusetts
In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF EDUCATION

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AN OPERATIONALIZATION OF LIFE CYCLE LEADERSHIP

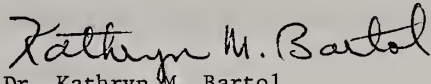
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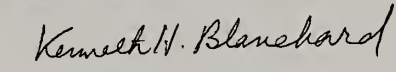
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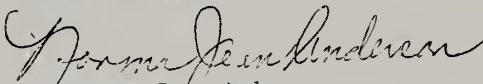
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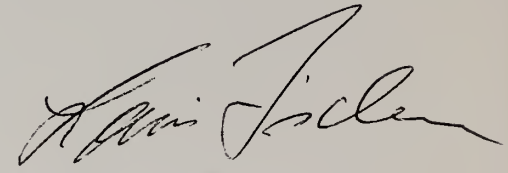
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Towards the Determination of Follower Maturity:
An Operationalization of Life Cycle Leadership
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The purpose of this study was to conceptualize and demonstrate a method for determining follower maturity as required in the Life Cycle Theory of Leadership. (Hersey and Blanchard 1972) The research and literature on leadership and organizational development has focused primarily upon the leader. The other elements of effective leadership, the followers and the situation have been generally neglected.

A theoretical approach to the determination of follower maturity was developed based upon Hersey and Blanchard's (1972) basic definition of follower maturity: achievement motivation, the willingness and ability to take responsibility, and task relevant education and experience. These concepts were combined with Chris Argyris' (1957) basic self-actualization trends of the human personality: development from a state of passivity to increasing activity; development from a state of dependence to a state of relative independence; development from being capable of behaving in a few ways to being capable of behaving in a variety of different ways; development from erratic, casual, shallow interests to deeper, stronger interests; development from a short time perspective to a longer time perspective; development from

a subordinate position to an equal position; development from a lack of awareness and control of self to awareness and control over self. Aspects of personality, and role theory, and group theories were examined.

Observable follower behavior in laboratory training sessions was differentiated in terms of maturity dimensions and levels of maturity. The use of observation systems, such as CAFIAS, Cheffers' Adaptation of Flanders' International Analysis System (Cheffers, Amidon and Rodgers 1974) and Charles Galloway's (1967) non-verbal communications observation system, were used with other representative instruments of field observation to establish the following ten dimensions of maturity within the Life Cycle Theory of Leadership: Achievement, Responsibility, Experience, Activity, Dependence, Variety, Interests, Perspective, Position, and Awareness.

Concurrent and integral to the development of these maturity dimensions the investigator designed and conducted field training leadership sessions with over 770 participants. A major part of that leadership training experience was the determination of follower maturity according to the ten proposed dimensions of maturity by the followers themselves. An instrument using the developed maturity dimension was used to focus observations. The follower maturity level was based upon self-observation and self-evaluation of followers' own behavior from video tape of follower behavior in the training situation.

Integral to the study was a handbook for a representative three-day seminar on the determination of follower maturity. The seminar was designed to be congruent with the Life Cycle Theory of Leadership.

Trainer (leader) behavior was to be based upon determination of participant (follower) maturity level. The seminar was a series of tasks which generated follower behavior which was observed and assessed by the participants. The three-day seminar handbook provides data upon which to make judgments as to the reliability of the maturity dimensions and levels developed.

The levels of maturity were set forth in terms of verbal (low, average, and high) and non-verbal (low, average, and high) behaviors in each of the ten maturity dimensions.

The study's main limitations are: the subjectivity of the investigation, lack of valid measures on the concepts presented, reliable instruments which corroborate the Life Cycle Theory of Leadership (1972) and Argyris' trends (1957). Longitudinal data is needed.

Implications of the study are made for general field of leadership, to organization development and consulting, for research, and for training and education. Implications are also focused upon the study's sponsor: the United States Navy.

In summary, the Life Cycle Theory of Leadership and maturity determination could provide an overall theory for leadership training. It could provide a system-wide basis for education and training design. It could provide a single, easily understood operational theory for organizational development. Life Cycle Theory of Leadership and follower maturity determination could be a cost effective, results-oriented way to focus upon the other elements of leadership, particularly the followers.

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C H A P T E R I

INTRODUCTION

The Problem

In Life Cycle Theory of Leadership (Hersey and Blanchard 1972), an attempt is made to relate effective leader behavior to various levels of follower maturity. The problem is: "How do you determine the different levels of follower maturity?" That is the primary purpose of this investigation.

In Management of Organizational Behavior (1972) Paul Hersey and Kenneth H. Blanchard set forth an expanded version of a concept they had originally published in the Training and Development Journal, May 1969: "The Life Cycle Theory of Leadership." The article is included as Appendix A. The theory is a culmination of work at the Center for Leadership Studies, Ohio University, Athens, Ohio. The theory was developed in an attempt to provide a conceptual framework that might help develop strategies for adapting one's leadership style in working with the many individuals and groups within one's environment.

Life Cycle Leadership Theory is based on a curvilinear relationship between leader task behavior and relationships behavior, and follower maturity. This theory presently provides some understanding of the relationships between an effective style of leadership and the level of maturity (over time) of followers. Thus, the emphasis in Life Cycle Leadership is on the behavior of a leader in relationship to his followers' behavior.

Followers in any situation are vital. They do not only

individually accept or reject the leader on a one-to-one basis; as a group the followers actually determine whatever personal power the leader may have with the followers.

Beginning with structured task behavior, which is the appropriate behavior for working with immature followers or groups, the Life Cycle Theory of Leadership suggests that the leader's behavior should move through (1) high task--low relationship behavior to (2) high task--high relationship and (3) high relationship--low task to (4) low task--low relationship behavior as (and if) the followers progress from immaturity to maturity. The theory is symbolized in Figure 1.

Effective Styles

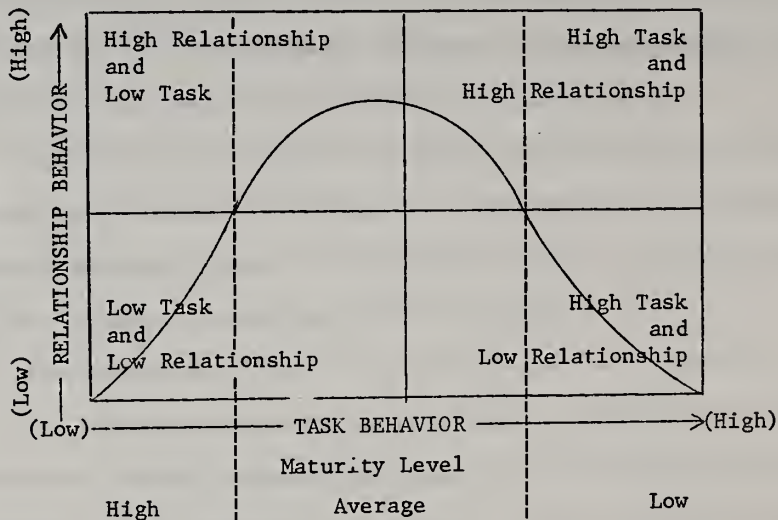


Figure 1. The Life Cycle Theory of Leadership, Task and Relationship Dimension of leader behavior, maturity level with low, average and high bench marks. (Hersey and Blanchard 1972)

Thus, the Life Cycle Theory of Leadership focuses on the appropriateness or effectiveness of leadership styles according to the level of maturity of the followers at any given time for any specific task. As can be seen in Figure 1, some bench marks of maturity have been provided for determining appropriate leadership style by dividing the maturity continuum into three categories: low, average, and high maturity. This theory of leadership states that when working with followers who are of low maturity in terms of accomplishing a specific task, a high task style (Quadrant 1) has the highest probability of success; whereas in dealing with followers who are of average maturity on a task, moderate structure and moderate to high socio-emotional style (Quadrants 2 and 3) appear to be most appropriate; and a low Task and low Relationship style (Quadrant 4) has the highest probability of success working with followers of high maturity.

The Life Cycle Theory of Leadership then is based on a relationship between the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) a leader provides, and the followers' observable level of "maturity."

The Problem is: "How do you determine follower maturity?"

The statement of the problem is simple. The determination of maturity is complex. Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Effective leadership is a function of the leader, the followers, and the situation: $L = F(l, f, s)$. (Hersey and Blanchard 1972) Because of the interrelationships of the elements of leadership, it is not possible to completely isolate one element such

as followers in either theory or practice. The problem of determination of follower maturity is further complicated by the lack of precise definitions and delineation of the dimensions of maturity and levels of follower maturity. The concept of maturity itself, while appearing intuitively valid, has not been the subject of leadership research. Valid, reliable instruments that would permit a traditional research investigation have not been developed. A conceptual study could be a necessary first step in answering the question: How do you determine follower maturity?

The Need for the Study

The need for leaders has been recorded throughout the history of man. The book with the most copies ever published, the Bible, in fact, reports history in relation to the king, ruler, or leader.

With increasing bureaucracy, the need for precise definitions has spawned differentiations between words and functions such as leadership, leader, management, manager, boss, director, chairperson, administrator, ruler, superior, supervision, teacher, teaching, command, commander, and the like.

Management and leadership are often thought of as one and the same thing. We feel, however, there is an important distinction between the two concepts.

In essence leadership is a broader concept than management. Management is thought of as a special kind of leadership in which the accomplishment of organizational goals is paramount. The key difference between the two concepts, therefore, lies in the word "organization." While leadership also involves working with and through people to

accomplish goals, these goals are not necessarily organizational goals. (Hersey and Blanchard 1972, p. 4)

Leadership in the broadest sense is the background for this dissertation. For leader and followers, appropriate leadership is a most important and relevant behavioral science concept. In their day-to-day activities leaders and followers are continually faced with major issues of leadership; such as, responsibility and authority, delegation, goal setting, control, time management, decision making, problem solving, personal and institutional change, follower participation, optimum task achievement, communications, performance evaluation, team building, and conflict management. From their experiences with these issues come a host of questions about the theory, process, and practice of leadership. How can a leader get the job done most effectively? Is there a "best" leadership style? How can one build commitment and loyalty among the members of a work team to the leader, and to the organization and its objectives? When should one listen and when should one give orders? If one becomes too friendly with followers, will the leader lose their respect? How should one use power? How does one reward and punish? (Kolb, Ruben, and McIntyre 1971)

In the past, leadership models and research did not provide concepts upon which situationally effective leader behavior could be postulated. (Korman 1966; Thompson 1967; Hersey and Blanchard 1969; Fiedler 1967-1971; and Latona 1972) Life Cycle Leadership appears to provide a basis for appropriate leader behavior. However, the Life Cycle Theory of Leadership is not operational unless there is a determination of follower maturity. A precise measurement of follower maturity

is not available at this time. It is hoped that this dissertation may make a significant stride toward the conceptualization of the dimensions of follower maturity and a description of concurrent behaviors.

Aspects of follower maturity are manifested in follower behavior and that behavior must be diagnosed by the leader or other followers for appropriate leadership behavior. At present, the Life Cycle Theory of Leadership states there is such a phenomenon as maturity and attempts to define it in very broad terms. This study meets the need for the conceptualization of a behavioral approach of the dimensions of maturity.

Hierarchical organizations and models, particularly the home, the church, the military, and business, tends to predispose one to think of influence as being possessed and exercised only by those in the superior position. Hence, emphasis in research, training, and development programs has focused upon the leader. Leadership as an interpersonal relationship as presented in the Life Cycle Theory of Leadership indicates that all the elements of leadership (leader, followers, and situation) possess influence. The determination of follower maturity in the Life Cycle Theory of Leadership will allow the leader (and followers) to more fully utilize the influence of the followers for optimum task accomplishment.

The study reported in this document is derived from attempts to operationalize maturity dimension concepts in both educational and field situations.

If leadership is the process of influencing the activities of an individual or a group of followers in efforts toward goal achievement

in a given situation, and if the Life Cycle Theory of Leadership emphasizes the behavior of a leader in relationship to his followers, providing a leader with an understanding of relationships between effective style and level of maturity; then a basic key to effective leadership is the determination, diagnosis, or measurement of maturity and maturity level.

With the knowledge, ability, and skill in establishing maturity level, the leader for a given situation would still need to be able to act in the appropriate behavior required by the diagnosis.

The Life Cycle Theory of Leadership would appear to be a logical, pragmatic method of exercising contingency leadership options as suggested by Tausky (1974), Perrow (1972), and Galbraith (1973). Life Cycle Theory of Leadership could provide a plot of areas or types of leader behaviors required in the design of complex organizations suggested by Galbraith (1973). What Life Cycle Leadership Theory does (or can be developed to do if operationalized) that present leadership theories do not do, is to provide some systematic, pragmatic answers to many of the problems and questions of leadership. It can provide for appropriate leadership.

Assumptions

Certain assumptions regarding the operationalization of the Life Cycle Theory of Leadership must be made:

1. That the Life Cycle Theory of Leadership (Hersey and Blanchard 1972) is a valid theory.
2. That Argyris' Maturity-----Immaturity Continuums (1957) are

viable and are applicable to groups as well as to individuals.

3. That Hersey and Blanchard's (Hersey and Blanchard 1972) use of McClelland's (1961) concept of Achievement Motivation approach is valid and is applicable to groups as well as to individuals.

4. That the Hersey and Blanchard (1972) elements of maturity are viable and applicable to followers as a group as well as to individuals.

5. That although this preliminary investigation was mainly conducted in training situations, the maturity concept applies to nearly all leadership situations.

6. That general areas of follower maturity behavior are observable and measurable to some degree.

7. That although many aspects of the Life Cycle Theory of Leadership need to be tested, maturity level determination is an appropriate first step in the operationalization of this theory.

Definition of Terms

Recognizing that there are nearly as many definitions as there are investigators, the following will be the definitions used for this study:

Maturity in the Life Cycle Theory of Leadership is the level of achievement-motivation, willingness and ability to take responsibility, and task relevant education and experience of an individual or of a group. (Hersey and Blanchard 1972) Maturity is congruent with changes in behavior from passive to active, dependent to independent, from behaving in few ways to capable of behaving in many ways, from shallow, erratic to deeper, stronger interests, from short-time perspectives to

long-time perspectives, from subordinate to equal or superordinate positions, and from lack of awareness and control to awareness and control over self or the actions of the followers. (Argyris 1957) It is this definition that will be operationalized in this dissertation.

Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Effective leadership is a function of the leader, the followers, and the situation. (Hersey and Blanchard 1972) $L = F(l, f, s)$.

The leader is that person designated by some means as the leader. Normally the leader is designated by competent authority to positional influence (with or without demonstrating personal influence). In general, a leader is anyone who is attempting to influence the behavior of an individual or a group. In most organizations the person engaged in the most frequent leadership is the designated leader. His leader behavior may or may not be effective leadership behavior.

The followers are those members of the group who are not the designated leader. The followers exhibit aspects of maturity behavior. Any being influenced are followers. Followers are the target of influence. In most organizations followers are one or more levels below the designated leader. It is the maturity of the followers as a group and not as individuals that is the focus of this study.

The situation is that environment or surroundings in which the leader and followers operate.

The environment consists of the leader himself and his followers, superiors, associates, organization, and job demands. This list is not

all-inclusive, but it contains some of the interacting components that tend to be important. . . (Hersey and Blanchard 1972, p. 110)

Hersey and Blanchard (1972) set forth the situational variables as shown in Figure 2.

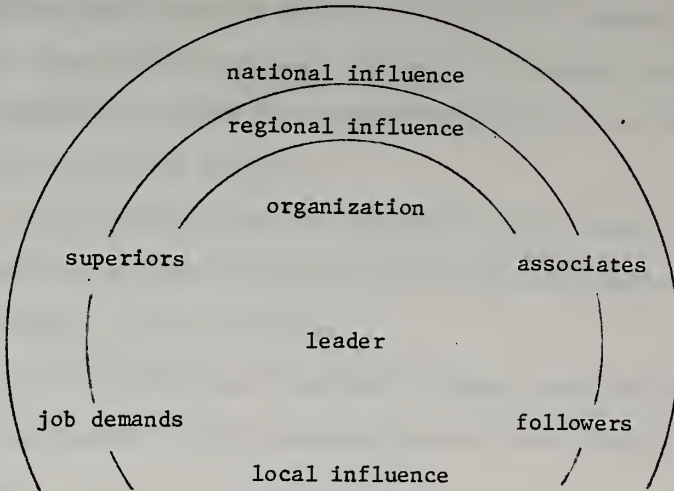


Figure 2. Situational Variables (Hersey and Blanchard 1972, p. 110) adapted to include the investigator's concentric circles of influence.

The situation can also be thought of as an infinite series of concentric circles with the leader, followers, and other elements of the immediate environment in the center. An amount of leader and follower influence can be passed through a number of the situational boundaries, but there will always be infinite aspects of the situation over which leader and followers have no influence.

Limitations

1. A major limitation of this study is the subjective nature of both the conceptualization and operationalization of the determination of maturity level. The investigator designed, presented, and conducted the seminar experiences as well as developed the concepts used in determining the dimensions of maturity. Although the seminar design is specifically intended to provide for possible replication, the study is in essence a subjective analysis.

2. The maturity level instruments and the methods by which the dimensions of maturity and maturity level were developed have not been proven either valid or reliable.

3. The validity and viability of Hersey and Blanchard (1969, 1972), and Argyris' (1957) maturity concepts have no empirical basis or data.

4. The study is a conceptual and demonstrative study and while a necessary first step, immediate applications to general populations may not be possible.

Methodology of the Study

This study is both a conceptual and a demonstrative investigation. The conceptualization of the dimensions of maturity is based on an attempted integration of related research in management and leadership with the results of the investigator conducting over thirty training and field experiences focusing on the determination of maturity. A representative three-day seminar on determining follower maturity is presented to both demonstrate the methodology of the study and to

provide for a degree of replicability.

Additionally, this study could establish some basic leader and follower skills in maturity determination that could be put to use in the field to meet the need for appropriate leadership.

The problem is: "How do you determine follower maturity?" The requirement is for a conceptualization of how group maturity can be diagnosed by the leader.

Outline of the Dissertation

Chapter I has presented the problem: the determination of follower maturity in the Life Cycle Theory of Leadership. The need for the study, the assumptions, definition of terms and limitations of the study have been discussed. The hope is for a conceptualization within which behavioral aspects of the dimensions of follower maturity can be described.

Chapter II is a review of pertinent literature leading to the Life Cycle Theory of Leadership and demonstrating the paucity of research pertinent to follower behavior. Organizational Development is briefly examined as a contemporary example of a systems approach to leadership. The impact of research technology is also noted in Chapter II.

Chapter III is a theoretical approach to the determination of follower maturity. The maturity constructs of Hersey and Blanchard (1969, 1972, 1975) and of Argyris (1957) are presented. There is also a discussion of possible explanations of follower behavior in personality, role and group dynamic theories. Some methods of observation

of follower behavior, in verbal and non-verbal terms, are presented. The use of field observation systems is discussed and the first presentation of the study's developed dimensions of maturity is made.

Chapter IV is presented as an outline of a representative three-day seminar that focuses upon a series of exercises through which follower maturity may be determined. The purpose of the chapter is multifaceted. The seminar is designed to be congruent with the Theory of Life Cycle Leadership, with the behavior of the leader to be based upon the determination of follower maturity. In the seminar the followers make a series of maturity level determinations based upon their own follower behavior as recorded on video tape, played back and determined by themselves. Through the use of the seminar others will have data upon which to make judgments as to the maturity concepts developed and presented in the dissertation and in the seminar. Finally, the seminar will permit, to some degree, replication of exercises through which conceptualization and determination of maturity dimensions and levels can be derived.

Chapter V is a presentation of the developed dimensions of maturity. The maturity determination experience and the methodology of the investigator is presented. Maturity level as follower behavior observed in verbal and non-verbal manifestations in dimensions of: Achievement, Responsibility, Experience, Activity, Dependence, Variety, Interests, Perspective, Position and Awareness is discussed.

Chapter VI is a summary. The implications and limitations of the study are also discussed.

CHAPTER II

REVIEW OF RELATED LITERATURE

The social science literature contains literally hundreds of volumes on the subject of leadership. "The number of studies is so large that even the number of reviews is considerable." (Butterfield 1968, p. 1) The leader has occupied the central role in most conceptualizations of leadership.

Trait Theory

The "great man" concept, dating as far back as Plato's Republic, has stimulated a tremendous amount of research concerned with the identification of traits that distinguish leaders from followers. As early as 1948, Stodgill listed more than 120 such studies, and Campbell, Dunnette, Lawler, and Weick (1970) list more than 20 done since that time. The objective of these studies has been the identification of traits that could be used in the selection of leaders. Traits suggested as being important for leaders have included those associated with an individual's behavioral characteristics (sociability, aggressiveness, self-confidence, etc.), aptitude (intelligence, originality, judgment, etc.), and biographical profile (employment history, family and educational background, etc.). (Michaelson 1972)

In recent years, the trait area studies have focused on the use of interest, aptitude, and personality tests and biographical profiles for the assignment of managerial and leadership positions. A number of correlational studies have investigated the relationship between

trait variables and levels of leader effectiveness, and the results have shown that the "trait" theory cannot identify specific leadership traits nor make generalizations about leadership traits to the general population. (Michaelson 1972)

Continuum Theories

The studies of Kurt Lewin, Lippitt and White (1939), launched the scientific study of leadership. They investigated the effects of laissez-faire, democratic and autocratic styles of leadership on the behavior of children organized into groups. There were four hobby club groups made up of selected ten-year-old boys who were as similar as possible in relevant physical, social and intellectual characteristics. The leader of each group was an adult, a collaborator of the experimenters, who was instructed to utilize one of the three leadership styles (laissez-faire, democratic or autocratic).

Lewin's conclusion noted: a greater amount of aggressiveness in the autocratic groups, both in reaction to the leader and in interacting with the other boys. In the laissez-faire and democratic groups there was greater attention given to "group minded" suggestions and "work minded" conversations. In the laissez-faire group there was a lower level of psychological involvement plus less and poorer work than in the democratic groups. Overall, the democratically-led groups were held to show more group commitment and unity, less aggression and apathy than the other two types of hobby groups. Although the results tended to favor the democratic leadership condition there were some other diverse reactions.

In the mid-1940's Anderson reported his investigations of field situations with naturally occurring variations in leadership style. In his studies, the behavior of teachers and their pupils in certain classrooms was characterized by trained observers as either "dominative" or "socially integrative." The definition of dominative in these studies is similar to that of the autocratic style of leadership. The democratic style is similar to the integrative style. Anderson reported that the behavior of the students in the integrative (democratic) teacher environment was much more productive and integrative than that of the dominative (autocratic) teacher environment where there was a higher percentage of unproductive and dominative behavior.

The Anderson studies are significant in that they reinforce the findings of Lewin's investigations of leadership style in an entirely different context. Anderson did attempt to prove that the results of his studies were not a function of the personalities of either the teacher or the student. In the research design, the initial results were confirmed by placing the same students in different teaching environments. The results were similar. (Anderson and Brewer 1945)

In their 1950's studies, Preston and Heintz considered only two types of leadership style--participatory and supervisory. Lewin's design was used in this study but it had two significant changes. The leaders of each group were chosen by majority vote of the members of that group. The leaders were later instructed as to the leadership behavior or style they were to use. The second change from Lewin's design was the goal of the groups. The goal was to obtain consensus on the ranking of twelve potential presidential candidates.

The participatory style of leadership in this study is similar to the democratic type in the Lewin study and supervisory leadership is similar to the laissez-faire type. The participatory (democratic) leaders tried to encourage participation from all members of the group, took active part in decision making and tried to make sure that all presidential candidates were discussed with as little prejudice as possible.

The supervisory (laissez-faire) type of leader was not required to guide the discussion or to stimulate activity among the group's members but rather to "see that the work was being done with reasonable expedition."

Preston and Heintz found that members of the participatory leadership group were more likely to change their opinions to agree with the consensus of the group and were more satisfied with this consensus than members of the supervisory groups. (Preston and Heintz 1953)

Robert Tannenbaum and Warren H. Schmidt (1958) in a Harvard Business Review article entitled, "How to Choose a Leadership Pattern," set forth a broad range of styles on a continuum moving from authoritarian leader behavior at one end to democratic leader behavior at the other end. A modification of their continuum is shown in Figure 3.

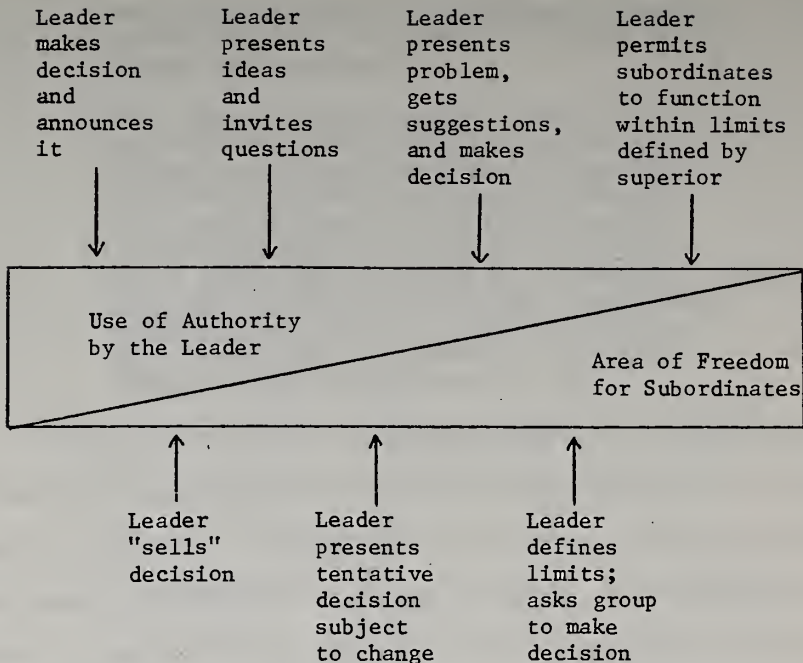


Figure 3. Continuum of leader behavior. (Tannenbaum and Schmidt 1958, p. 96) (Adapted to leader vice manager.)

Tannenbaum and Schmidt summarize:

There are two implications in the basic thesis that we have been developing. The first is that the successful leader is one who is keenly aware of those forces which are most relevant to his behavior at any given time. He accurately understands himself, the individuals and group he is dealing with, and the company and broader social environment in which he operates. And certainly he is able to assess the present readiness for growth of his subordinates.

But this sensitivity or understanding is not enough, which brings us to the second implication. The successful leader is one who is able to behave appropriately in the light of these perceptions. If direction is in order,

he is able to direct; if considerable participative freedom is called for, he is able to provide such freedom.

Thus, the successful manager of men can be primarily characterized neither as a strong leader nor as a permissive one. Rather, he is one who maintains a high batting average in accurately assessing the forces that determine what his most appropriate behavior at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he is less likely to see the problems of leadership as a dilemma. (Tannenbaum and Schmidt 1958, p. 101)

Also in the mid-1950's the Michigan Studies on Supervision and Productivity were conducted by the Survey Research Center of the University of Michigan. These findings held: that a leadership behavior that permits participation in routine decisions, that stresses the dignity of the individual, that effectively organizes and coordinates individual work effort, will most likely result in satisfying work conditions and high productivity. These characteristics described the so-called democratic style of leadership, not the autocratic or laissez-faire style. However, there were also some exceptions.

The general research design of the Michigan studies utilized the techniques of observation, questionnaires, and records. The design involved hundreds of workers in various actual work groups. These work groups were chosen because of contrasting records of productivity. However, the work was identical, the work skills were nearly the same and the technology was similar. Under these conditions the major variable was the nature of the supervision. In other words, the general procedure was to classify each work group as "high productivity" or "low productivity" and relate these differences to the style of

leadership of the supervision. (Ann Arbor, Michigan Survey Research Center 1950, 1951)

The studies identified two concepts which they called employee orientation and production orientation. These two concepts are similar to the authoritarian (task) and democratic (relationships) concepts of the leader behavior continuum. In their summary on the continuum theories of leadership, Hersey and Blanchard present the case well:

In recent years, research findings indicate that leadership styles vary considerably from leader to leader. Some leaders emphasize the task and can be described as authoritarian leaders, while others stress interpersonal relationships and may be viewed as democratic leaders. Still others seem to be both task-oriented and relationships-oriented. There are even some individuals in leadership positions who are not concerned about either. No dominant style appears. Instead various combinations are evident. Thus task and relationships are not either/or leadership styles as the preceding continuum suggests. They are separate and distinct dimensions that can be plotted on two separate axes rather than a single continuum. (Hersey and Blanchard 1972, p. 73)

Two-Dimensional Plotting

The Bureau of Business Research at Ohio State University commenced projects in 1945 to attempt to identify the various dimensions of leader behavior. The focus was what a leader actually did in carrying out his responsibilities. The staff eventually came to describe leader behavior in terms of two dimensions. (Halpin 1959) These dimensions were "Consideration" and "Initiating Structure." Through the use of a Leader Behavior Description Questionnaire (LBDQ) the Ohio State staff found that "Initiating Structure" and "Consideration" were

separate and distinct dimensions; therefore leader behavior could be plotted on two separate axes, rather than on a single continuum.

The behavior of a leader could be described as any mix of both dimensions. Four quadrants were developed to show various combinations of Initiating Structure (task behavior) and Consideration (relationships behavior), see Figure 4.

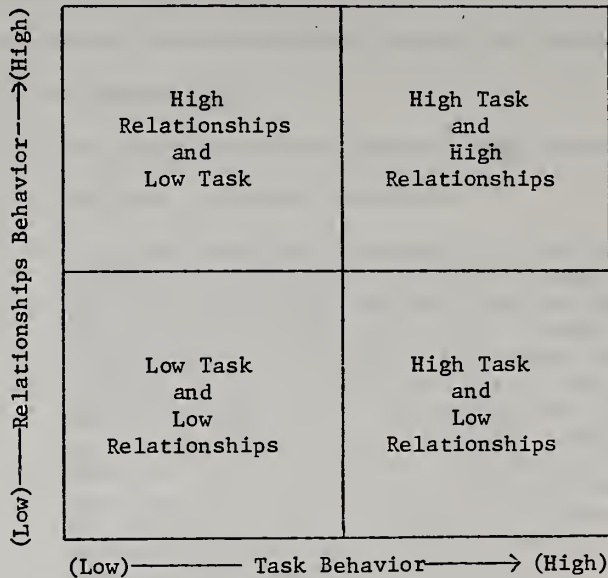


Figure 4. The Ohio State leadership quadrants adapted to Task and Relationship.
(Hersey and Blanchard 1972, p. 84)

One major popularization of the two-dimensional approach to leadership styles was by Blake and Mouton (1964). After extensive study of the leadership, management, and administrative literature, Blake and Mouton turned down the "trait theory" of leadership. They avoided the task/relationship dilemma and adapted the emerging two-dimensional plotting theory by constructing a managerial grid with concern for production

(task) on the horizontal axis and with concern for people (relationships) on the vertical axis and by making nine units possible for marking. With a number of feasible intersections of concern for production and concern for people they identified five major leadership styles. The "Grid" concept has been expanded by Blake and Mouton's Company (Scientific Methods, Inc.) to a wide variety of management and organizational development programs. This investigator, who has participated in many of their programs, feels their approach is a single best style of leadership.

To be truly functional and adaptive there must be a variety of effective, efficient leadership behaviors.

A single normative leadership style does not take into consideration cultural differences, particularly customs and traditions as well as the level of education and the standard of living. These are examples of cultural differences in the followers and the situation which are important in determining the appropriate leadership style to be used. Therefore, based on the definition of leadership process as a function of the leader, the followers, and other situational variables, the desire to have a single ideal type of leader behavior seems unrealistic. (Hersey and Blanchard 1972, p. 79)

Situational Leadership Theories

Korman (1966) recognized the need for "a systematic conceptualization of situational variance" as it would relate to leadership behavior. William J. Reddin (1967) had added an effectiveness dimension to the previous dimensions of the earlier theories.

For the purpose of follower behavior investigation, one of the

most important of Fiedler's (1967, 1971) contributions has been the establishment of the situational variables in studies of leader behavior. In addition, Fiedler's work, and the efforts about it, is an excellent example of the time and difficulty involved in establishing a means of observing and predicting behavior.

Fiedler (1967, 1971) studies the leader's behavior. His work, and outgrowths of his work, have received attention and are worthy of consideration. Fiedler presents a thesis for effective utilization of leadership taken by "job engineering" and "adaptation." Since the effectiveness of an organization depends on the quality of its leadership, the available leadership must be used as effectively as the physical plant or any other factor. Fiedler holds that it is easier to change almost anything in the situation than it is leader personality and leadership style. According to Fiedler, if leadership style does not fit the situation, the job should be engineered to fit the leadership style.

Fiedler studied the type of leadership style that was effective in different situations. He was able to isolate three major dimensions that seem to determine the kind of leadership style called for by different situations: (1) the degree to which group members trust and like the leader, and are willing to follow the leader's guidance; (2) "task structure;" the degree to which the task is spelled out step by step for the group; (3) what was the power of leadership position, as distinct from any personal power the leader may have? Can the leader hire or fire, promote or demote, etc.?

On the basis of this model for classifying group situations,

Fiedler determined what the most effective leadership style--task-oriented or relationships-oriented--seemed to be for each of the situations. He concluded that task-oriented leaders tended to perform best in group situations that were either very favorable or very unfavorable to the leader. Relationships-oriented leaders tended to perform best in situations that were intermediate in favorableness. (Fiedler 1967) Hersey and Blanchard (1972) present an excellent visual summary of these findings in Figure 5.

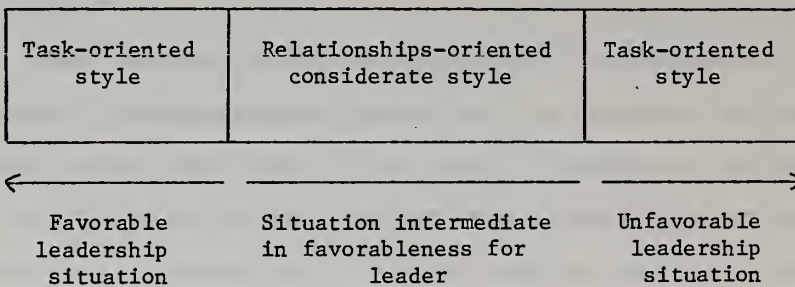


Figure 5. Fiedler's findings of situation favorableness and leadership styles. (Hersey and Blanchard 1972)

On this foundation then, Fiedler states the organization should try to "engineer" the task to fit the leader. The type of leadership called for depends upon the favorableness of the situation. The favorableness is a product of the several factors. These factors include leader-member relations, the homogeneity of the group, and the position power and degree to which the task is structured, as well as other, more obvious factors such as the leader's knowledge of his group, his familiarity with the task, etc. There are at least three ways by which the situation can be changed: (1) Change the leader's position power;

(2) Change the task structure. Tasks given to one leader would be clarified in detail, with precise instructions. Other leaders could be given more general problems that are only vaguely elucidated; and (3) Change the leader-member relations. Changing the group composition changes the leader's relations with the group. These are only examples. Fiedler's point is that there is a model that permits predictions of leadership effectiveness in interacting groups within certain situations and it is probably easiest to change elements of the situation.

Victor Vroom and Phillip W. Yetton (1972) have developed a situational normative model of leadership styles expressed in terms of decision process that varies in the amount of opportunity for subordinates (followers) to influence the decision. Vroom's basic assumption is that the model should be of potential value to leaders in determining which style of decision making they should employ in each of the varying situations they encounter. The situation is translated into an analytic framework (expressed in terms of a decision tree) to analyze the attributes of the decision to be made and to specify the most effective decision and leadership process. Vroom and Yetton, among others--the author included--specifically reject Fiedler's contention that the style of the leader cannot change. Whether concurring with all of Fiedler's conclusions or not, one must acknowledge his long standing attempts to deal with the situational approach to leadership.

After an extensive review of studies examining the concepts of Initiating Structure and Consideration, Korman (1966) concluded:

What is needed. . . in future concurrent (and predictive) studies is not just recognition of this factor of "situational determinants" but, rather, a systematic conceptualization of situational variance as it might relate to leadership behavior (Initiating Structure and Consideration). (Korman 1966, p. 349-61)

In presenting this conclusion, Korman suggested the possibility of a curvilinear relationship, rather than a simple linear relationship, between Initiating Structure and Consideration and other variables. Reddin (1967) had added an effectiveness dimension to the previous dimensions of the earlier Ohio State theories. Reddin's work received much credit from Hersey and Blanchard in their development of a Tri-Dimensional Leadership Effectiveness model.

By adding an effectiveness dimension to the task and relationships dimensions of earlier leadership models, we are attempting to integrate the concepts of leader style with situational demands of a specific environment. When the style of a leader is appropriate to a given situation, it is termed effective; when his style is inappropriate to a given situation, it is termed ineffective. (Hersey and Blanchard 1972, p. 83)

Life Cycle Theory of Leadership

Hersey and Blanchard's Life Cycle Theory of Leadership then is a culmination of efforts at the Center for Leadership Studies, Ohio University, Athens, Ohio. It is a leadership theory that is an outgrowth of a Tri-Dimensional Leader Effectiveness Model. It was developed in an attempt to provide a conceptual framework that might help leaders develop strategies for adapting their own leadership style in working with the many individuals and groups within their environment;

i.e., the situation.

The vast majority of research to date has focused on the leader. In terms of the Life Cycle Theory of Leadership this is leader behavior. It is the curvilinear line that represents the behavior of the leader in relationship to the group. This behavior can be thought of in terms of leader process or skills. Leader behavior in areas such as: decision making (Vroom and Yetton 1972; Arnold 1972), problem solving (Hyman 1965), time management (Lakien 1972), goal setting (Kolb, Reuben and McIntyre 1971), conflict resolution (Blake and Mouton 1964; Berne 1964), inter-group negation (Fordyce 1971), personal development (Reichart 1970), training (Knowles 1970) and that favorite: communications, (This 1961; Bavelas 1950). Further examples of the leader's dominance in leadership research in addition to those already mentioned are: the personal development aspects of managerial and leadership development programs (Schien 1967), the use of T-groups and individual centered methodologies of past (Argyris 1964) and present (Human Development Institute 1974; New England Center 1974), and Transactional Analysis (Harris 1967) approaches to leadership training.

Follower Research

Most empirical and theoretical analyses treat the behavior of leaders as an independent variable and attempt to relate it to various measures of organizational effectiveness. However, in Life Cycle Leadership Theory, leader behavior is viewed as one element of leadership, $L = F(l, f, s)$. L is leadership, F is function, l is leader, f is follower, s is situation.

A reasonable theoretical framework for the explanation of the behavior of leaders in organizations must include variables representing attributes of the individual followers and the situation. "... the effects of these [the leader's] characteristics, especially with regard to style, must be gauged in light of the attributes and perceptions of the led and of the structure and setting within which the leader and followers interact." (Hollander 1971, p. 1)

Apparent agreement on the importance of the followers and the situation variables has not resulted in a significant number of methodologically appropriate studies. The current scarcity of research using a conceptual scheme including leader, follower, and situational variables is, in fact, so severe that Campbell, Dunnette, Lawler, and Weick state:

Unfortunately, this chapter will be relatively data-free. We shall discuss a class of variables for which everyone suggests the need for research is great--but actual empirical activity is sparse. Consequently, most of the following material will be oriented around taxonomic problems and suggestions for what should be known. (1970, p. 385)

What information or data regarding followers in the leadership literature is tangential and appears to be developed only as it might bear on the leader or the leadership function.

Other Pertinent Points

Two other main items emerge from the review of most contemporary leadership literature. Technology is playing a major part in leadership research. The computer with its design capability of handling

many variables permits extensive research and analysis of individual leader behaviors. (Bowers 1972) A major potential technological innovation is the video recording system that enables individual and group behavior, "a slice of reality" (Perlberg 1972), to be retained for analysis by the individuals exhibiting the behavior (as well as the possible analysis by others). Television technology makes possible the direct feedback of behavior. These technologies may greatly facilitate the operationalization of the Life Cycle Theory of Leadership.

Another pertinent fact in the literature is the prevalence of Organizational Development concepts and to a lesser degree, organizational development research.

Organization Development and Leadership

Any current investigation of leadership requires at least a cursory examination of the emerging field of Organization Development (OD). OD is attempting, at least in theory, to approach leader and follower behavior change from a systems point of view. (Patten 1973)

Richard Beckhard defined Organization Development as:

an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's "processes," using behavioral-science knowledge. (Beckhard 1969, p. 9)

After a review of organizational development conditions necessary for success, Beckhard (1969) concludes:

My own list of ten conditions necessary for successful organization development efforts follows:

1. There is pressure from the environment, internal or external, for change.
2. Some strategic person or people are "hurting."
3. Some strategic people are willing to do a real diagnosis of the problem.
4. There is leadership (consultant, key staff man, new line executive).
5. There is collaborative problem identification between line and staff people.
6. There is some willingness to take risks in trying new forms or relationships.
7. There is a realistic, long-term time perspective.
8. There is a willingness to face the data of the situation and to work with it on changing the situation.
9. The system rewards people for the effort of changing and improvement, in addition to rewarding them for short-term results.
10. There are tangible intermediate results.

(Beckhard 1969, p. 97)

Each of the conditions require people to implement, execute action, or carry out orders. Item 4 is implicit, "there is leadership." Leadership is in fact required for all of the conditions. It is this author's opinion that at the present time what is called OD is actually the development of influence to achieve goals in a given situation; i.e., leadership. If the present OD is leadership, then the determination of follower maturity is even more a vital and useful concept and skill. Further, the entire OD concept need not be considered as a separate entity in this study.

The review of the literature brings one quite logically to accept

the appropriateness of the Life Cycle Theory of Leadership and the need for the determination of follower maturity.

CHAPTER III

FOLLOWER MATURITY: A THEORETICAL APPROACH

This chapter will develop a theoretical approach to the determination of maturity. Concepts of Hersey and Blanchard (1969, 1972, 1975), and Chris Argyris (1957) will be discussed along with a presentation of how follower maturity might be explained by personality, role, and group dynamics. Several possible methods of observing maturity, including verbal and non-verbal behavior, will be discussed. Special attention is paid to the Cheffers (1974) adaptation of Flanders' (1970) interactional analysis system.

Hersey and Blanchard and Maturity

In their initial article on the Life Cycle Theory of Leadership Hersey and Blanchard (1969) state:

Maturity is defined in Life Cycle Theory by the relative independence, ability to take responsibility and achievement motivation of a group. These components of maturity are often influenced by level of education and amount of experience. While age is a factor it is not directly related to maturity as used in the Life Cycle. Our concern is for psychological age, not chronological age. (1969, p. 4)

In Management of Organizational Behavior Hersey and Blanchard (1972) state:

Maturity is defined in Life Cycle Theory by achievement motivation, the willingness and ability to take responsibility, and task relevant education and experience of an individual or a group. These components of maturity are consistent with Chris Argyris's Immaturity-Maturity continuum where he contends that as

a person matures over time he moves from a passive state to a state of increasing activity, from dependency on others to relative independence, and the like. (Hersey and Blanchard 1972, p. 134)

Hersey and Blanchard (1972) cite many familiar examples of maturity cycles. The maturity in each case is implicit rather than explicit (p. 134-143).

In an article "What's Missing in Management by Objectives? Contracting for Leadership Styles," Hersey and Blanchard (1975) state:

Maturity is defined in Life Cycle Theory as the capacity to set high but attainable goals (achievement-motivation), willingness and ability to take responsibility, and education and/or experience of an individual or a group. These variables of maturity should be considered in relation to a specific task to be performed. That is to say, an individual or a group is not mature or immature in any overall sense, but is mature or immature only in terms of a specific task . . . (p. 8)

Obviously the concept of maturity has undergone some mutations through the years, but that is to be expected with a theoretical concept. This study is based upon the 1972 Hersey and Blanchard definitions and approach. This investigation is concerned with the followers as a group and not as individuals. It is hoped that this study can take steps toward establishing the dimensions of the maturity construct.

The essence of Hersey and Blanchard's (1972) maturity construct is threefold: achievement motivation, willingness and ability to take responsibility, and task relevant education and experience.

Leadership being the process of influencing the activities of an

individual or a group in efforts toward goal achievement in a given situation, the primacy of achievement is evident. Without goal achievement there is no leadership and the group which does not exist for a purpose is not a group of followers, by definition.

Achievement motivation has been explored in some depth by McClelland (1953, 1961, 1970). In a variety of publications McClelland or other investigators usually set forth a picture of the individual or group with a high need for achievement.

McBer and Company (McClelland and Berlew) have a concise summary of action and thought patterns regarding achievement:

Achievement Motivation is indicated by someone wanting to perform better or caring about performing better. Performing better may be indicated by:

Action: A person with a high level of need for achievement:

- takes personal responsibility for his actions;
- takes moderate risks (i.e., doesn't do things which he thinks are too easy or too difficult);
- seeks feedback concerning his actions; or
- attempts to do things in a creative and innovative manner.

Thought:

- outperforming someone else (e.g., getting a bigger share of the market, running faster, getting a higher grade, etc.);
- meeting or surpassing some self-imposed standard of excellence (e.g., doing something faster, cheaper, more efficiently, etc.);
- doing something unique (e.g., inventing something); or
- being involved in advancing one's career.

(McBer and Company 1970)

It should be noted that achievement motivation implies some elements of responsibility. There appears a mixture of behaviors, values, attitudes, specific items and generalization that is characteristic of the literature of leadership. Many specific dimensions of maturity appear in identical or similar words: "responsibility," "actions," "innovative," etc. Such items are not mutually exclusive or readily quantifiable in their present form.

Achievement

First and foremost for a mature group the task must be accomplished. As a general rule the task should be that assigned by the organization or institution. In very few cases could a group of followers be considered mature if they did not accomplish the task and did not first negotiate that fact with the organization. The situation might cause a group to accomplish a task other than that assigned. Both the verbal and non-verbal behavior would be directed toward goal achievement. Achievement behavior would be evident during a content process that could include: setting initial achievement goals, anticipating problems and risks, planning moderate risk action steps, getting relevant information, reviewing progress, revising goals, taking goal directed action, and determining results expected that are specific, measurable, realistic, or challenging. (McBer 1970)

The followers would exhibit verbal and non-verbal behaviors that would indicate the degree to which followers: take individual and group responsibility; seek concrete feedback; attempt creative or innovative solutions; attempt to out perform others; attempt to meet

self-imposed standards; use power or affiliation to accomplish task.

The dimension: "Achievement" (as are all developed maturity dimensions) is presented in Chapter V.

Responsibility

The Responsibility dimension is a powerful example of the interdependence and interweaving of the dimensions of maturity. A group may be Achievement motivated, willing to take Responsibility, but not have the ability to do so. In many extremely formal organizations it is legally impossible for the group of followers to take the responsibility ascribed by law to others. The Ship's Captain, whose authority and responsibility is absolute is one extreme example, but another might be school counseling by uncertified persons. Ability has to be proven, although certificates, diplomas and the like are indicative of ability. Frequently it is task relevant education and/or experience that determines the ability of a group to accept responsibility.

Dr. Arthur B. Sweney of Test Systems, Inc. in working for the United States Army leadership development program has developed a "responsibility index" that is an attempt to approach the problem of direct measurement of responsibility. (Sweney 1972) However, in its present form this investigator considers it more a measure of subordinate attitude rather than responsibility behavior.

Experience

Followers very rarely make any inventory or search of task relevant education and experience of the members. The degree to which a

group does this consciously may be a good indicator of maturity level. Strong Achievement and Responsibility aspects appear to work at cross purposes to the need for the followers to know who really knows something about the task. Vroom and Yetton (1972) in their normative decision-making model clearly covers the point where one of their requirements for an appropriate decision is: "Does the decision maker have the facts necessary to make an appropriate decision?" I.e., does he/she have the necessary task knowledge and experience? (Vroom and Yetton 1972) Experience (education) appears to be an obvious requirement as a dimension of maturity.

Hersey and Blanchard Maturity Diagnosis

Hersey and Blanchard (1973) have developed a Leader Adaptability and Style Inventory (LASI) that gives an indication of a leader's diagnostic ability in determining maturity in twelve specific cases. It is designed to measure the respondents' leadership style, range of style and style adaptability. Hersey and Blanchard have developed similar instruments that measure these same elements as perceived by a leader's subordinates, and superiors or peers. The instruments consist in general of twelve situations with four alternative actions for each situation. The following is an example from the leader's self-perception:

SITUATION #1

Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is in a tailspin.

ALTERNATIVE ACTIONS

- A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
- B. Make yourself available for discussion but don't push.
- C. Talk with subordinates and then set goals.
- D. Intentionally do not intervene.

Figure 6. Hersey and Blanchard LASI
Questionnaire Item, 1973.

In an article in Training and Development Journal, February, 1974, "So You Want to Know Your Leadership Style," included in this study as Appendix B, Hersey and Blanchard set forth their rationale for the diagnosis and scoring of the actions in terms of maturity and Life Cycle Leadership Theory.

SITUATION #1

Subordinates are not responding lately to the leader's friendly conversation and obvious concern for their welfare. Their performance is in a tailspin.

DIAGNOSIS

The group is rapidly decreasing in maturity as evidenced by the tailspin in productivity. The leader may be perceived as permissive because of the high degree of relationship behavior he or she is displaying. The leader's best bet in the short run is to cut back significantly in developing personal relationships with the group and initiate considerable structure; i.e., explaining what activities group members are to do and when, where, and how tasks are to be accomplished if the group begins to show some signs of assuming responsibility, the leader can begin to increase relationship behavior and start again to delegate.

Alternative Actions

The leader would. . .

A. emphasize the use of uniform procedures and the necessity for task accomplishment.

Rationale

(+2) This action (HT/LR) provides the directive leadership needed to increase group productivity in the short run.

C. talk with subordinates and then set goals.

Rationale

(+1) This action (HT/HR) may be appropriate if the group begins to mature and demonstrate some ability to meet deadlines and accomplish tasks.

B. be available for discussion, but not push.

Rationale

(-1) This action (HR/LT) is appropriate for a group, average in maturity, with reasonable output; one which is taking some responsibility for decisions, searching out the leader only for special situations. At present, this group does not have that level of maturity.

D. intentionally not intervene.

Rationale

(-2) This "hands-off" action (LT/LR) will only increase the probability that this behavior will continue. (Hersey-Blanchard 1974, p. 30)

An analysis of the maturity determination as set forth by Hersey and Blanchard in this situation shows that the emphasis is upon achievement motivation and task accomplishment

. . . decreasing in maturity as evidenced by the tailspin in productivity. . .

If the group begins to show some signs of assuming responsibility. . .

. . . the group begins to mature and demonstrate some ability to meet deadlines and accomplish tasks. . .

. . . for a group average in maturity with reasonable output; one which is taking some responsibility for decisions, searching out the leader only for special situations.

A similar analysis could be conducted on all twelve of the LASI situations with similar results. The emphasis is on achievement, responsibility and experience.

In conducting learning experiences for leadership groups Hersey and Blanchard have modified this investigator's maturity instrument so that it appears as follows:

EVALUATION OF THE TASK RELEVANT
MATURITY OF YOUR GROUP

1. On each of the dimensions of task relevant maturity which appear below, evaluate on a scale of 1 to 9 your work group in regard to the last task. Respond to each dimension as operationalized in Life Cycle Theory of Leadership. Remember these dimensions of maturity should be considered only in relation to the last task performed by your group (Task Relevant Maturity).

Maturity

Willingness to take responsibility

	High						Low	
9	8	7	6	5	4	3	2	1

Ability, education and/or experience
to take responsibility

	High						Low	
9	8	7	6	5	4	3	2	1

Capacity to set high but attainable goals

	High						Low	
9	8	7	6	5	4	3	2	1

Scoring on Above Dimension: Mean Score _____

Range _____

Figure 7. Hersey and Blanchard Group Maturity
Instrument, 1974.

In both their articles on LASI (1974) and in the Management of Organizational Behavior, Hersey and Blanchard (1972) discuss differing

levels or degrees of maturity:

Differing Levels of Maturity. By dividing the maturity continuum of the Life Cycle into three levels--below average, average, and above average--some bench marks or degrees of maturity can be provided for determining appropriate leadership style. . . .

Life Cycle Theory of Leadership postulates that when working with people of below average maturity, a high task style (quadrant 1) has the best probability of success; whereas in dealing with people of average maturity, the style of quadrants 2 and 3 appear to be most appropriate and quadrant 4 has the highest probability of success with people of above average maturity. (Hersey and Blanchard 1972, p. 142)

Blanchard reports he does not attempt to deal with the Argyris dimensions of maturity in his training situations. The behaviors and concepts are too global for the majority of participants to internalize and apply. Whereas the concepts of achievement motivation, willingness, ability and experience to take responsibility, and the capacity to set attainable goals are in general understood by the participants. (Blanchard 1974)

A basic approach is also evident in the cases of field or theoretical applications discovered during this study. Foodmaker, Inc. of San Diego uses only the basics of the Life Cycle Theory of Leadership in its seminars. (Wilson 1975) The Human Resources Development Detachment at Naval Air Station, Jacksonville, Florida, has used the basic theory in the design of learning experiences and for organizational development. (James 1975) The Army's Department of Psychology and Military Leadership at the Military Academy at West Point uses a simplistic application of the Life Cycle Theory of Leadership (Buckley

1972) as does the Leadership Department of the U.S. Army Infantry School. (Vail 1974) These efforts appear to have been effective because of the nature of the maturity of followers and are based upon Achievement, Responsibility and Experience.

Although a determination of maturity level adequate for field use can be made by using just the Hersey and Blanchard dimensions alone (in fact, it is the investigator's opinion that the vast majority of leader behavior is based on much less information now), a more complete and accurate concept can be developed by also using the Argyris maturity dimensions. A summary of the Hersey and Blanchard and the Argyris dimensions of maturity in terms of followers' verbal and non-verbal behavior is presented in Chapter V.

Argyris and Maturity Behavior

In their basic definition of maturity Hersey and Blanchard (1972) include references to Chris Argyris and his personality theories. In Personality and Organization, Argyris (1957) discussed basic self-actualization trends of the human personality:

. . . One can then logically assume that, at any given moment in time, the human personality will be predisposed to find expression for these developmental trends. Such an assumption implies another, namely, that there are basic development trends characteristic of a relatively large majority of the population being considered. . . This does not preclude the possibility that each individual can express these basic characteristics in his own idiosyncratic manner. Thus the concept of individual differences is still held. (p. 49)

Argyris assumes that human beings in our culture:

1. Tend to develop from a state of passivity as infants to a state of increasing activity as adults. . .

2. Tend to develop from a state of dependence upon others as infants to a state of relative independence as adults. Relative independence is the ability to "stand on one's own two feet" and simultaneously to acknowledge healthy dependencies. It is characterized by the liberation of the individual from his childhood determiners of behavior (e.g., family) and developing his own set of behavioral determiners . . .

3. Tend to develop from being capable of behaving only in a few ways as an infant to being capable of behaving in many different ways as an adult.

4. Tend to develop from having erratic, casual, shallow, quickly-dropped interests as an infant to having deeper interests as an adult. . .

5. Tend to develop from having a short time perspective (i.e., the present largely determines behavior) as an infant to a much longer time perspective as an adult (i.e., where the behavior is more affected by the past and the future). . .

6. Tend to develop from being in a subordinate position in the family and society as an infant to aspiring to occupy an equal and/or superordinate position relative to their peers.

7. Tend to develop from a lack of awareness of self as an infant to an awareness of and control over self as an adult. . . (p. 50-51)

These sentences and ideas have been reduced on the investigator's maturity instrument as follows:

A. On each of the Maturity-----Immaturity continuums, which appear below, please indicate on a scale of 9 to 1 where you believe your group is with respect to a particular dimension.

<u>Maturity</u>					<u>Immaturity</u>			
Active					Passive			
9	8	7	6	5	4	3	2	1
Independence					Dependence			
9	8	7	6	5	4	3	2	1
Capable of Behaving in Many Ways					Behave in Few Ways			
9	8	7	6	5	4	3	2	1
Deeper, Stronger Interests					Erratic, Shallow Interests			
9	8	7	6	5	4	3	2	1
Long Time Perspective					Short Time Perspective			
9	8	7	6	5	4	3	2	1
Equal Position					Subordinate Position			
9	8	7	6	5	4	3	2	1
Awareness and Control Over Group					Lack of Awareness			
9	8	7	6	5	4	3	2	1

This use of the continuum makes the assumption that, for follower behavior purposes, the attributes, and aspects of individual personality are applicable to the followers--a standard practice noted in group theory (Likert 1961); i.e., what may be said about an individual may be said about a group. This assumption having been made, one can then make further generalizations, again paralleling Argyris. These dimensions are postulated as being descriptive of a basic multidimensional developmental process along which the maturity of followers may be determined. Presumably, every group of followers at any given moment in time, can have a degree of development plotted along these dimensions. The exact location on each dimension will probably vary with

each group, and even within the same group at different times. Maturity may now be determined somewhat more precisely as the groups plotted position (or profile) along these dimensions. The Hersey and Blanchard (1972) and Argyris (1957) dimensions are the basis for the developed maturity dimension. However, prudence would require that some other possible follower behavior theories be considered for possible contributions.

Other Theories of Follower Behavior

Personality Theory

One way of categorizing follower behavior in terms of maturity level would be the predisposition of the person to behave in certain ways; i.e., personality. For example, the authoritarian personality, whether leader or follower, would react with authoritarian behavior no matter what the situation.

The authoritarian personality syndrome, as conceived by Adorno and others (1950) as reported in a series of studies at the University of California, has been studied for over two decades. The concept of authoritarianism represents an attempt to link deepseated personality dispositions with socially significant forms of belief and social behavior. Understanding the motivation of intolerant, ethnocentric, rigid, and authority-dependent persons is of great practical as well as theoretical significance. Hence "authoritarianism" is an important variable for psychologists, sociologists, and political scientists. Authoritarianism could predispose follower and leader behavior.

Psychologists began to realize the importance of authoritarianism

in totally apolitical social situations, such as school classrooms, and this instigated the development of more specialized measures. Rokeach (1960) designed scales to measure "dogmatism"--theoretically a characteristic of people with "closed minds" independent of their particular ideology--and "opinionation," another characteristic of closedminded individuals who, according to Rokeach, accept or reject other people on the basis of opinion-similarity. Several characteristics of the "authoritarian mind" or personality were isolated by Adorno et. al. These included anti-Semitism, ethnocentrism, political and economic conservatism, idealization of parents and self, anti-intracception (avoidance of introspection), rigid conception of sex roles, concern for status, and a cognitive style characterized by rigidity and intolerance of ambiguity. Manifestation of several of these would be indications of immaturity in follower behavior.

In spite of the massive research to date in this area, there is no proof that an authoritarian or a "democratic" personality exists. Therefore, to completely predict or explain follower behavior of maturity upon such constructs would be erroneous. However, there may be correlations between items of authoritarianism and dimensions of maturity that would be profitable for research once the conceptualization of maturity is accomplished.

Role Theory

Another traditional approach to the explanation of behavior of followers in groups is in terms of roles. The concept of role is the building block of social systems and the summation of the requirements

with which the system confronts the individual member. Indeed, it has been touted for a generation as the example of a concept uniquely fitted to social-psychological investigation and theory. Parsons (1951) considered role theory essential to understanding social action and social structure (and hence follower behavior or maturity level).

Katz and Kahn (1966) have given the role concept a central place in their theory of organizations. They define human organizations as role systems. Leader and follower behavior is not dependent upon the individual or group per se but rather upon the location (office) and linkage that exists between the individuals.

Those who subscribe to the role theory would in general agree that the concept of role is the major means for situating the individual within the organization. Each person in an organization is linked to some set of other members by the expectations those members have of him; he is the focal person for that set. An organization is viewed as consisting of a number of such sets, one for each person in the organization.

It is the perceived role which is the immediate source of motivation of follower behavior. The focal person acts; he behaves in a role, showing some combination of compliance and noncompliance with the expectations of his role set. Others observe and evaluate his behavior in relation to their expectations and needs, and thus the cycle moves into another episode.

Several complications are considered in connection with the treatment of organizational role in these terms. One role may involve many activities; multiple roles may be incorporated in a single office; that is, intended

for performance by a single individual. Moreover, one person may hold a number of offices. Each of these elaborations adds its own complications to the simple situation in which a single recurrent activity comprises a role, which in turn comprises an office occupied by a person without additional organizational commitments. (Katz and Kahn 1966, p. 198)

In any event, and whatever the cause, there is a variety of exhibited follower behavior or aspects of follower maturity behavior that the leader can diagnose. At least the same tenuous relationship between motivation and behavior exists in role theory as in personality theory. Whatever the attitudes, values, expectations or sets that may exist, the leader is still faced with the problem of determination of maturity level.

Group Theory and Maturity

Another series of constructs which might offer an explanation of follower behavior can be taken from the functional group approach. Here emphasis is shifted from leader behavior to the study of the group and the kinds of behavior that are necessary for a group to survive and attain its goals. In this context, leadership is viewed as the performance of those essential acts--termed group functions--which help the group achieve its preferred goals. "More specifically, leadership consists of such actions by group members as those which aid in setting group goals, moving the group toward its goals, improving the quality of the interactions among the members, building the cohesiveness of the group, and making resources available to the group." (Cartwright and Zander 1968, p. 304)

Benne and Sheats (1948) identified two categories of functions to be performed within a group in helping that group grow and work productively; they called them "group task roles" and "group building and maintenance roles." They specified twelve task roles designed "to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem." In addition, they specified seven maintenance roles "designed to alter or maintain the group way of working, to strengthen, regulate and perpetuate the group as a group." (p. 43)

Miller and Rice (1967) wedded psychoanalytic formulations with systems theory in conceptualizing the Tavistock group approach. "Within our conceptual framework, the individual, the small group, and the larger group are seen as progressively more complex manifestations of a basic structural principle. Each can be described in terms of an internal world, an external environment, and a boundary function which controls transactions between what is inside and what is outside." (p. 15) Therefore, "the individual is a creature of a group, the group of the individual." (p. 17) Observations about an individual's functioning can be generalized to the group and vice versa. This is one of this investigator's basic assumptions regarding follower maturity determination. Each person, then, when entering a group, faces a conflict between his inclination to merge with the group and his desire to claim his freedom and function autonomously within it. He also faces a conflict between his need to maintain his view of the group as a source of security and his recognition that the group stimulates anxiety and frustration within him. The result is individual and group

behavior that may be diagnosed by leader or followers along the maturity dimensions as developed in this study.

Every group, says Bion (1961), meets to do something and each person cooperates according to his capacities. Thus, the overt aims of this doing (i.e., work) are often in conflict with latent purposes that appear to be shared unwittingly (through regression) by the group membership. This conflict takes the form of two cultures: the work group and the basic assumption group. The work group functions purposefully and effectively in achieving the primary task. But the basic assumption group appears to be less reality-oriented, seeks instantaneous satisfaction, and is characterized by the impulsive expression of uncritical fantasy. This behavior reflects a shared, un verbalized, yet tacitly accepted assumption which motivates the group and establishes its emotional climate. This is the behavior manifested by the group which can be diagnosed to establish a level of maturity.

The internal world of a group is made up, then, first of the contribution of its members to its purpose and, second, of the feelings and attitudes the members develop about each other and about the group, both internally and in relation to the environment. "At the level of task performance, members take part as rational, mature human beings; at the level of assumptions they make about each other and the group, they go into collusion with each other to support or hinder what they have met to do. The resulting pattern is one of cooperation and conflict between the members as individuals and between them and the group culture they produce." (Miller and Rice 1967, p. 18) The result is manifested follower behavior that may be analyzed by leader in order

to determine the level of maturity.

Committee Theory

Another more pragmatic approach to groups is presented by Likert (1961), discussing the follower group of the business world, the committee, or work group:

. . . the use of the term "group" may give the impression that groups have the capacity to behave in ways other than through the behavior of their members. Thus, such expressions appear as the "group's goals," "the group decides," or the "group motivates." In many instances, these expressions are used to avoid endless repetition of words, "the members of the group." In other instances, something more is meant. Thus, in speaking of "group values," the intent is to refer to those values which have been established by the group through a group-decision process involving consensus. Once a decision has been reached by consensus, there are strong motivational forces, developed within each individual as a result of his membership in the group and his relationship to the other members, to be guided by that decision. In this sense, the group has goals and values and makes decisions. It has properties which may not be present, as such, in any one individual. A group may be divided in opinion, for example, although this may not be true of any one member. (p. 164)

This concept supports the concept of a group or follower maturity level separate from that of the individuals of the group. Likert has a well-published list of characteristics of an ideal, highly effective group (1961). Though many of the characteristics are vague and general, the characteristics do give an insight as to how a highly effective group might be described. Selected items from that list are:

The properties and performance characteristics of the ideal, highly effective group are as follows:

1. The members are skilled in all the various leadership and membership roles and functions required for interaction between leaders and members and between members and other members. . . .

3. The members of the group are attracted to it and are loyal to its members, including the leader. . . .

5. The values and goals of the group are a satisfactory integration and expression of the relevant values and needs of its members. They have helped shape these values and goals and are satisfied with them. . . .

8. The members of the group are highly motivated to abide by the major values and to achieve the important goals of the group
. . . .

9. All the interaction, problem-solving, decision-making activities of the group occur in a supportive atmosphere. Suggestions, comments, ideas, information, criticisms are all offered with a helpful orientation. . . . And this cooperation itself contributes to and reinforces the supportive atmosphere. . . .

10. . . . In the highly effective group, consequently, the leader adheres to those principles of leadership which create a supportive atmosphere in the group and a cooperative rather than a competitive relationship among the members. . . .

11. The group is eager to help each member develop to his full potential. It sees, for example, that relevant technical knowledge and training in interpersonal and group skills are made available to each member. . . .

14. . . . Mutual help is a characteristic of highly effective groups.

15. The supportive atmosphere of the highly effective group stimulates creativity. The group does not demand narrow conformity as do the work groups under authoritarian leaders
. . . .

16. The group knows the value of "constructive" conformity and knows when to use it and for what purposes. . . .

17. There is strong motivation on the part of each member to communicate fully and frankly to the group all the information which is relevant and of value to the group's activity. . .

20. . . . There are strong motivations to try to influence other members as well as to be receptive to influence by them. This applies to all the group's activities: technical matters, methods, organizational problems, interpersonal relationships, and group processes. . .

24. . . . An important aspect of the highly effective group is its extensive use of the principle of supportive relationships. An examination of the above material reveals that virtually every statement involves an application of this principle. (p. 166-169)

Likert's description in its entirety is appealing in its apparent inclusiveness and practicality that is of interest to the person in the field. However, when the task is to describe these characteristics in behavioral terms, once again difficulties are encountered. What does a "supportive relationship" look and sound like within a group of followers? By what means does "the boss receive all the information that is necessary. . . ." What does "an atmosphere that stimulates creativity" look like? Describe that atmosphere in behavioral terms. What is it like when a group is "loyal?" What does a low level of loyalty look like? An average level or high level of loyalty? These are indicative of the type of diagnostic judgments required of the leader.

When the task is to describe or measure behaviors, group theory and practice join personality and role theory as nebulous entities. Further, the similarity with these areas is echoed in the paucity of research on groups.

The surprising thing about committees is not that many or most are ineffective, but that they accomplish as much as they do when, relatively speaking, we know so little about how to use them. There has been a lack of systematic study of ways to make committees effective. Far more is known about time-and-motion study, cost accounting and similar aspects of management than is known about groups and group processes. . . (Likert 1961, p. 164)

Once again, the conclusion is reached that the functional group approach provides some insights into behavior of followers. For example, there are differences in levels of group behavior; peer relationships appear to be involved in highly effective groups; highly effective groups are oriented to the achievement of the established goals; groups may have an identity and exhibit group behavior, some behaviors such as group task roles and group maintenance roles are evident, and the like. Such items are helpful towards establishing the dimensions of maturity. The functional group approach does not provide empirical data or methodologies that may be immediately employed in the determination of follower maturity.

Conclusions

A review of the research on leader behavior, and research in personality, role, and group theory contributes the conclusion that follower behavior has not been systematically investigated in either conceptual or empirical terms that are directly applicable to follower maturity. The emphasis of this investigation is on observable follower behavior which may be differentiated in terms of level of maturity.

Follower Behavior Observation

The purpose of this section of this study is to briefly review observation systems that might be relevant to follower interaction and maturity determination. This approach consists of a set of procedures which organizes activity so it can be observed, recorded, and analyzed. To accomplish these ends, categories of behavior which describe what followers do as they interact can be developed. These categories can then be used to identify, record, and measure the events that take place in the situation. This observation concept attempts to bring what is happening into a specific focus so it can be studied and better understood. Since the instruments previously developed for this purpose were used to analyze classroom interaction, they are often called interaction analysis systems and applied to the classroom. They have been developed primarily to analyze teaching. The approach to date places focus upon the leader (teacher). By shifting the focus to the follower behavior, similar interaction analysis systems could possibly assist in the empirical establishment of the dimensions of maturity. Rapid progress in the field is evident.

In 1963, a chapter by Medley and Mitzel appeared in the Handbook of Research on Teaching in which systematic classroom observation was discussed. At that time, only seventeen systems were in use, and only six research studies were available. In the recently published Second Handbook of Research on Teaching, Rosenshine and Furst (1973) state that there are now well over 125 readily identifiable category systems. These systems have been used primarily in the teaching and counseling areas. These systems have focused primarily on the teacher or

counselor (the leader). The systems are used to capture a record of the process of on-going interaction. The systems cover a wide range of phenomena including cognitive processes, affective processes, non-verbal behaviors, activities, interactions with materials, and sociological phenomena such as who is doing what to whom with what reaction. Such phenomena are also aspects of follower behavior.

Optimally, observation systems represent sets of mutually exclusive behaviors; that is, "each observation system ideally has a category which represents every behavior that is observed, and each behavior fits into only one category." (Simon and Boyer 1970, p. 6) Unfortunately, at the present time, follower behavior dimensions do not appear to be mutually exclusive; for example, the appearance of Responsibility in other dimensions. Also, the non-verbal behaviors appear to overlap and possibly to be part of a hierarchical order. One non-verbal behavior may completely negate a series of verbal and other non-verbal behaviors. This need not be a major problem to the emergent conceptualization of follower maturity. In practice, present systems generally fall short of the mutually exclusiveness ideal in two ways: 1) a category for every behavior observed is not available so that most systems have some sort of miscellaneous category to pick up the unratables. 2) And, many behaviors often seem to fall into two or more categories of the system, resulting in the necessity of long training periods for observers and considerably less than 100 percent reliability between coders using the system.

Therefore, one must choose between a very sophisticated system with a large number of categories that provides for fine distinctions

and thus elicits much information about what is happening, and a system with few categories which allows only gross distinctions but is easier to learn to use. For example, a system with just two categories, "some-one talking" and "no one talking" will be reliable, easy to learn, but it will provide less information than a system which divides "talking" into types and the "non-talking" into activities occurring. Most systems rest between these two extremes. "Their authors select categories of conceptual importance to them, group them together along some theoretical dimension, and either code the behaviors which do not fit in a miscellaneous category or train observers to fit them into one of the existing categories by providing ground rules about them." (Simon and Boyer 1970, p. 6)

The number of classroom category systems available is increasing geometrically and the trend is toward shorter, easy-to-use systems. Simon and Boyer (1970) have identified eight classes of category focus usually included in present observation systems:

- affective - the emotional component of communication (i.e., feelings)
- cognitive - the intellectual component (i.e., ideas)
- psychomotor or location - the non-verbal component
- activity - the action component (i.e., what people are doing)
- content - what is being talked about
- sociological structure - role designations, who speaks to whom, etc.
- physical environment - the physical space in which the observation takes place, including materials and equipment being used.
- miscellaneous categories - nonratable behaviors or unique constructs. (p. 7-14)

Manifestation of all of these categories appear in follower maturity behavior. Some of these classes overlap because they are attempting to classify simultaneous attributes of the human interaction system and its environment. For example, every statement carries both an information message and an emotional message which in reality are inseparable; the categories used to describe each statement are therefore differentiating the same behavior into two or more distinct constructs. The majority of systems use specific predetermined categories as the unit which is coded. These coding units consist of messages, topics, utterances, and/or time span; that is, rating proceeds sentence by sentence, topic by topic, utterance by utterance, minute by minute, or some combination of these units. These units contain the information that is to be coded. That information on the leader (teacher) is elicited by live observation, or by posthoc observation of video tapes, audio tapes and/or typescripts by one or more trained raters. The information is recorded on an observation instrument which "captures" the process of interaction occurring.

Observation Systems

Each of the observation systems is purposefully designed for helping persons observe a particular aspect of group or classroom life, while ignoring others. Each instrument projects some potential meanings into the raw material of experience while ignoring others. Each predisposes its user to certain choices of interpretation. Argyris (1965) chooses interpersonal competence and looks for "hints" of its presence and absence in the problem-solving groups of business and

industry. Bales (1950-1970) chooses sequential interaction patterns and "sees" them as part of the routine process agenda of every task group. Carkhuff evaluates the quality of interpersonal interaction with a five-point scale (1965). Flanders combines time and talk in an effort to help teachers "hear" a balance in silence and sound. (Flanders 1970) In the Flanders system only verbal interaction between teachers and pupils is analyzed. All teacher-pupil interaction is divided into ten categories--seven of teacher talk, two of student talk, and one of silence or confusion. Notice the focus upon the leader (teacher).

CAFIAS (Cheffers Adaptation of Interaction Analysis System) expanded the Flanders system to include more elements of the learning situation: the "teacher" as such was changed to include the teacher as before, and other students or learners, and the environments. Note the similarity to the elements of leadership; leader, followers and situation. Importantly and of direct application to maturity determination, non-verbal interaction is coded in the same model as verbal action. The following are the categories of Cheffers' adaption of Flanders' Interaction Analysis System as they appear in Interaction Analysis. (Cheffers, Amidon and Rodgers 1974) As they are mainly behavioral in terms, these categories are particularly significant to this investigation. CAFAIS is a great step toward the type of observation analysis system that will be necessary for the empirical determination of follower maturity.

THE CATEGORIES OF CHEFFERS' ADAPTATION OF
FLANDERS' INTERACTION ANALYSIS SYSTEM

Coding Symbols: Teacher (T) Environment (E) Student (S)
Face = F Posture = P

Relevant Behaviors

<u>Verbal</u>	<u>Nonverbal</u>
2	12
Praises, commends, jokes, encourages	F: Smiles, nods with smile, (energetic) winks, laughs. P: Claps hands, pats on shoulder, places hand on head of student, wrings stu- dent's hand, embraces joyfully, laughs to encourage, spots in gymnastics, helps child over obstacles.
3	13
Accepts, clarifies, uses, and develops suggestion and feelings by the learner.	F: Nods without smiling, tilts head in empathetic reflection, sighs empa- thetically. P: Shakes hands, embraces sympathetically, places hand on shoulder, puts arm around shoulder or waist, catches an implement thrown by student, accepts facilities.
4	14
Asks questions requiring student answer.	F: Wrinkles brow, opens mouth, turns head with quizzical look. P: Places hands in air, waves finger to and fro anticipating answer, stares awaiting answer, scratches head, cups hand to ear, stands still half turned towards person, awaits answer.
5	15
Gives facts, opinions, expresses ideas, or asks rhetorical questions.	F: Whispers words inaudibly, sings, or whistles. P: Gesticulates, draws, writes, demonstrates activities, points.

Relevant BehaviorsVerbal

6

Gives
directions
or orders.

- F: Points with head, beckons with head, yells at.
- P: Points finger, blows whistle, holds body erect while barking commands, pushes child through a movement, pushes a child in a given direction.

7

Criticizes,
expresses
anger or
distrust,
sarcastic or
extreme self-
reference.

- F: Grimaces, growls, frowns, drops head, throws head back in derisive laughter, rolls eyes, bites, spits, butts with head, shakes head.
- P: Hits, pushes away, pinches, grapples with, pushes hands at student, drops hands in disgust, bangs table, damages equipment, throws things down.

8

Student response
that is entirely
predictable, such
as obedience to
orders, and
responses not
requiring think-
ing beyond the
comprehension
phase or
knowledge
(after Bloom).

- F: Poker face response, nod, shake, gives small grunts, quick smile.
- P: Moves mechanically to questions or directions, responds to any action with minimal nervous activity, robot-like.

EINE (8/)

Predictable stu-
dent responses
requiring some
measure of eval-
uation and
synthesis from
the student,
but must remain
within the
province of
predictability.
The initial
behavior was in
response to teacher
initiation.

Nonverbal

16

17

18

EINETEEN (18/)

- F: A "What's more, Sir" look, eyes sparkling.
- P: Adds movements to those given or expected, tries to show some arrangement requiring additional thinking; e.g., works on gymnastic routine, dribbles basketball, all game playing.

Relevant Behaviors

<u>Verbal</u> 9	<u>Nonverbal</u> 19
Pupil-initiated talk that is purely the result of their own initiative and that could not be predicted.	<p>F: Interrupting sounds, gasps, sighs.</p> <p>P: Puts hands up to ask questions, gets up and walks around without provocation, begins creative movement education, makes up own games, makes up own movements, shows initiative in supportive movement, introduces new movements into games not predictable in the rules of the games.</p>
10	20
Stands for confusion, chaos; disorder, noise, much noise.	F: Silence, children sitting doing nothing, noiselessly awaiting teacher just prior to teacher entry, etc.
	(Cheffers <u>et.al.</u> 1974)

CAFIAS specifically tries to involve non-verbal behavior in its coding system and gives behavioral examples of non-verbal behavior. Due to the purpose for which the system was designed, with the focus upon classroom and physical education, the examples are somewhat limited but they indicate possible uses of such a system for determining maturity level.

Non-Verbal Communication in Groups

Galloway (1967) has provided an excellent summary on non-verbal communications. Again the focus has been on the leader (teacher in this case). However, this investigation attempts to rearrange Galloway's focus to the followers. Hence, the discussion of non-verbal behavior is pertinent to the determination of follower maturity.

While interested in what a follower says, does, and feels in the leadership situation is justified, of equal interest is how the follower

says what he/she has to say, how the follower behaves, and how the follower expresses feelings about self, others, and tasks. How the follower communicates ideas, perceptions, motivations, and feelings can be somewhat identified with vocal tones, facial expressions, gestures, and actions. Such expressions determine in a large measure how people perceive each other whether they are talking or silent.

In highlighting the significance of non-verbal communication in follower groups, the intent is not to direct attention toward an analysis of non-verbal cues that purportedly express hidden or secret meanings. This emphasis on non-verbal communication is not an effort to become extremely sensitive or fussy over the ordinary behaviors of others. Nor is the purpose to begin inspecting the basis of meaning that may lurk behind every action. Rather the purpose is simply to call attention to the interplay of non-verbal messages between followers, because such messages do, in fact, influence the course of the leadership interaction.

The four major ingredients that researchers agree are common to human communication are: (1) sender, (2) message, (3) channel, (4) receiver. A sender of communication has ideas, interests, information, needs, and sentiments which is encoded in the form of messages. Communication is successful when the sender and receiver agree on the interpretation that should be put on the message. Vocal tones, facial expressions, and body gestures are all in themselves remarkable communicative means for codifying more precise meanings and for changing the functional definition of words.

Although an exchange of ideas may be almost purely at the

cognitive level, communication between two persons usually carries a freightage of manifold meanings, for emotions, attitudes, and feelings are indeed communicated. A failure to interpret or to be aware of the many affective implications of ordinary speech (non-verbal as well as verbal) remains a profound difficulty for truly understanding the impact of a person's communication on others (and in determination of a group's maturity). A common report from participants of leadership seminars is that they base their maturity determination mainly on what followers do, how they act.

Although the common basis of non-verbal message-sending vis., facial expressions, vocal tones, and bodily movements may be listed and abstractly recognized, it may be impossible in a conscious sense to identify the exact expressive cues to which someone is responding. This seems to be particularly true in maturity behavior and prevents the precise determination of maturity level. The nonsymbolic is distinguished by spontaneity and immediate response to this unconscious response simply because it does occur spontaneously, requiring no mediating interpretation. Non-verbal expressions appear particularly efficient for creating an observable impression of the maturity level of a group since they form a major channel for the disclosure of feeling. Emotions and feelings stem from the unwitting, unconscious responses that an individual or group makes to the verbal and non-verbal expressions of others.

Through both conventional means of gesture-making and idiosyncratic expressions, followers send messages that are transmitted silently. There seems to be an understanding of another without any

conscious awareness. These understandings appear to take time to develop and therefore, in the investigator's opinion, the prima facia, immaturity of newly formed groups. Non-verbal channels are often difficult to identify since what occurs communicatively is differentiated in terms of each individual's reactions and personalized interpretation. Frequently there appears to be no conscious awareness of non-verbal messages, but there is a validation of the most personal kind among the followers. This validation is evident in playback of video taping of followers to themselves.

All non-verbal expressions may not convey the actual feelings and attitudes of the person. Indeed, non-verbal behaviors may be calculatingly managed by both senders and receivers to form impressions of self, and to influence the perceptions of others. When interacting with others, an individual becomes quite adroit at managing his expressive behavior to achieve a desired effect. He seems to understand the serious consequences of his expressive behavior, just because he realized that it is the very focus of others' observations, and subsequent perceptions. Thus an individual or group may well engineer expressions and calculatingly convey impressions that are in their own interests. More importantly, even though an individual is managing his expressive behavior to foster an impression, he may be relatively unaware that he is doing so. Similarly a group may be operating the same way. This is another difficulty in the precise establishment of followers' true maturity level.

To check on the fidelity of verbal statements, persons read the meanings behind non-verbal expressions, for these expressions are often

heavily relied upon to reveal the authenticity, and genuineness of a message communicated by the sender. For example, one may verbally utter approval, yet the others may pick up cues which suggest disapproval. Although one may verbally insist with the most persuasive language that they hold a certain belief, others will continually check the non-verbal expressions to see if a contradiction exists. A television taping system offers the unique advantage of having the real behavior of the followers to examine again and again in the determination of maturity. The video tape also permits the individual to confront self-behavior.

A discrepancy may exist between what one says and what one expresses. In effect, others will gauge the intent or meaning of a communication by attending to the expressive aspects of behavior as a check on the verbal. If a difference exists between the two expressions, leadership seminar groups report that they will most often accept the non-verbal as representing the authentic message or level of maturity.

Discrepancies or incongruities occur between verbal intent and non-verbal referents. People vary in their ability or inclination to facilitate the urgencies of communication, for they are often unaware of the non-verbal messages they express and the consequences that follow. The ability to respond appropriately to the influence and effect of one's message-sending when communicating with others appears to be a learned ability as does the determination of follower maturity. Leaders and followers need to be more aware of the connection between the messages they communicate and the consequences that follow. They also need to capitalize on the non-verbal behavioral cues expressed by

others as keys to the understanding and determination of maturity level. How one communicates non-verbally may determine how another interprets the meanings of messages, but a response is also determined by the perceptual state of the other. The small group (three to seven followers) has a large number of messages being transmitted simultaneously.

In order to inquire systematically into non-verbal expressions, a model or paradigm is helpful. Followers' non-verbal behavior might be considered to constitute a model which ranges from encouraging to inhibiting communication. Viewing non-verbal communication as an encouraging to inhibiting continuum may have value in determining follower maturity.

The Galloway model represents six dimensions of non-verbal activity. Non-verbal communication that is encouraging and may, in general, indicate maturity has six characteristics: (1) congruity between verbal intent and non-verbal referents, (2) responsive to feedback, (3) positive affectivity, (4) attentive and listens to others, (5) facilitative by being receptive to others, (6) supportive of other behavior. Non-verbal communication that is inhibiting and may, in general, indicate lower levels of maturity has six characteristics: (1) discrepancy between verbal intent and non-verbal referents, (2) unresponsive to feedback, (3) negative affectivity, (4) inattentive to others, (5) unreceptive to others, (6) disapproving of others' behavior.

Congruous-Incongruous--This dimension refers to the congruity or incongruity that exists between the voice, gesture, and actions of the sender and the verbal content communicated by the sender. Congruity occurs when the sender's verbal message is supported and reinforced by

non-verbal behaviors to the extent that there is consonance between the verbal intent and non-verbal referents. A mixed message or incongruity exists when there is a discrepancy or contradiction between the verbal message and non-verbal information. Congruence could be indicative of a higher level of maturity, incongruity could be indicative of a lower level of maturity.

Responsiveness-Unresponsiveness--A responsive act relates to modifications in one's behavior as a result of feedback. Verbal feedback occurs when the sender hears himself talking, but non-verbal feedback is based on the reactions and responses of others to the sender. A responsive act occurs when the sender alters pace or direction as a result of a detection of misunderstandings or feelings by others. Operating on the basis of others' behavior the sender uses feedback data to "feedforward" with changed information (possibly indicative of more mature behavior). Unresponsive acts are an ignoring or insensitivity to the behavioral responses of others (possibly indicative of lower maturity level).

Positive-Negative Affectivity--Positive non-verbal expressions convey warm feelings, high regard, cheerful enthusiasm, displays of liking and acceptance, hence a higher level of maturity. Negative non-verbal expressions convey aloofness, coldness, low regard, indifference, or display of rejection, hence a lower level of maturity.

Attentive-Inattentive--Non-verbal expressions that imply a willingness to listen with patience and interest to others. By paying attention, one exhibits an interest in others (mature behavior). By being inattentive or disinterested, one inhibits the flow of

communication from others, and neither sustains nor encourages sharing information or expressing ideas (immature behavior). Interest is a direct dimension of maturity.

Facilitating-Unreceptive--The mature person or group is facilitating when acting to perform a function which helps another, usually in response to a detection of others' needs, urgencies, or problems. This may be in response to request or a nurturant act. An unreceptive act openly ignores another when a response would ordinarily be expected, may ignore a question or request, or may be tangential response and thus may be immature.

Supportive-Disapproving--Expressions that imply supportive behavior or interactions; manifest approval; being strongly pleased; exhibits encouragement; connotes enjoyment or praise (a higher level of maturity). Disapproving expressions convey dissatisfaction, discouragement, disparagement, or punishment. The expression may be one of frowning, scowling, or threatening glances (usually a lower level of immaturity). There are occasions in all these areas where the long range follower maturity behavior might be different than the short range maturity behavior.

These dimensions require the observer to look for non-verbal cues and specified aspects of non-verbal communication. Facial expressions, gestures and body movements, and vocal intonations and inflections can serve as non-verbal behavioral referents. Leaders and followers have to develop a sensitivity to the observance of non-verbal cues. Chapter V provides a series of investigator-developed low, average and high level non-verbal indicators of maturity level for

each developed dimension of maturity.

Leaders and followers are constantly required to make inferences concerning the influence and instrumental effect of non-verbal message on subsequent behavior. This is often visible and apparent to the observer, requiring a low-level inference. However, some acts have to be inferred from what the observer believes about the emotional and mental state of those involved which requires a high-level inference. In the Galloway system observers can note the occurrence of a non-verbal message relating to the encouraging-inhibiting continuum simply by recording a number that represents the category for that communicative action in a vertical column. The process of recording in categories requires observers to make inferences and involves a sensitivity to nuances, inflections, and subtle cues. Three kinds of non-verbal behaviors are particularly noted: facial expressions, gestures and body movements, and vocal intonations and inflections. As the influence and direction of non-verbal messages conveyed by the senders changes, differences appear in the recorded categories.

For Galloway the cue for categorization to begin is contingent on a two-way communication process. No arbitrary time limit, such as every three seconds or ten seconds, need be used for categorizing. Leaders and followers can rely on the unfolding of natural events in the contextual situation which is particularly appropriate for the determination of maturity in field situations. The difficulty in obtaining reliable measures would appear obvious.

Non-verbal expressions as isolated entities can be misleading. For example, one can frown at another, but others may respond by

smiling back and by generally indicating that he understands. In such an instance, making a decision about an appropriate category can be difficult. Apparently such a communicative event is neither inhibiting, nor negative; it may have been encouraging.

When the model is translated into a category system it appears as follows (modified to include maturity levels):

	<u>Encouraging (more mature)</u>	<u>Inhibiting (lower maturity)</u>
Sender	1. Positive Affectivity	7. Negative Affectivity
	2. Responsiveness	8. Unresponsive
	3. Congruent	9. Incongruent
Response	4. Attentive	10. Inattentive
	5. Facilitating	11. Unreceptive
	6. Supporting	12. Disapproving

Observing and recording in non-verbal categories for research or field use is a difficult undertaking. The influence of verbal communication, relative positions of the observers, and the differing interpretations of non-verbal behavior by observers mitigate against the absolute certainty of obtaining precise information about the influence of non-verbal communication. The approach of tallying in categories appears to be the most fruitful when analyzing behavior on video tapes, for the tapes can be used several times. The scheme is basically simple and practical for use in the field by leaders and followers. The tapes can also first be used for direct feedback of behavior to participants.

Observation Conclusions

Observing and recording in categories by systems such as CAFIAS or Galloway's are options for the research scientists. The concept is

introduced and discussed here to provide another insight into both the technique and the magnitude of difficulty involved in the determination of maturity by the systematic observation of follower interaction. This presentation also demonstrates the magnitude of the task involved in the precise determination of follower maturity level. A review of other systems of the observation of non-verbal behavior reinforces the conclusion that the present status of the observation of non-verbals does not offer the precise mutually exclusive, empirical data that is necessary for a statistical investigation of the dimensions of follower maturity.

The Observation of Non-Verbal Behavior

Jurgen Ruesch (1955) claimed that both manic depressives and schizophrenics have great trouble synchronizing their verbal and non-verbal behaviors and that much of this problem was caused through cultural inhibitions. The use of non-verbal action can well supplant the need for verbal action where real difficulties of synchronization are apparent. Communication for some people is entirely dependent upon non-verbal activity. The non-verbal in the normal person appears to complement rather than substitute for the verbal and a balanced combination was likely to produce a more effective behavior leading to greater clarity and purpose in communication. Ruesch categorized non-verbal language into three subdivisions: (a) sign language, (b) action language, and (c) objective language (1955).

Sometimes the non-verbal became the vital means for communication or superceding the verbal. Bernstein (1961) maintained that children

from poor social class homes depended almost exclusively upon the non-verbal because the verbal language of culturally different teachers (leaders) escaped them. Thompson (1969) identified non-verbal communication as "those channels of communication over which the sender may have little, if any, conscious or premeditated control."

Amidon and Flanders (1967) developed Flanders' Interaction Analysis Study, judging that the verbal behavior of an individual was an adequate sample of his overall behavior. E. T. Hall (1966) was interested in communication through spacing sometimes referred to as proxemics. Fast (1970) put "Body Language" into the vernacular.

In non-verbal behavioral observations and the determination of maturity, it is obvious that non-verbal observation has followed verbal observation systems in focusing upon the teacher (leader). The parallel to the research focus upon the leader is also obvious. The Cheffers' approach, covering both verbal and non-verbal behavior of the leader and followers, promises a means of shifting the focus from leader's behaviors to followers' behaviors. The simplicity of the statement does not reflect the complexity of the action. The size alone of the group of followers greatly complicates the issue. For example, with one teacher and a class of fifteen, the observation of leader is in essence one to fifteen; i.e., how does the leader behavior affect the fifteen? With the same group, and a shift of focus to the followers' behavior, the shift of focus becomes: how does the behavior of one or more of the fifteen affect one or more of the fifteen? Or more simply, what is the behavior of the fifteen? Rodgers (1974) has developed a prototype ForTran program for CAFIAS. He points out with twenty

different observational types and with one teacher, student, and environment, a two-dimensional presentation of observation pairs requires a matrix with sixty rows and sixty columns. There are then some theoretically 3,600 different locations for interaction tallies. (Cheffers et.al. 1974) With the example of a group of fifteen, the number of possible transaction analysis becomes quite large. It must be remembered, however, that the number of follower actual transactions is, in fact, astronomical. Currently the senses of the leader and other followers are providing themselves with some degree of information regarding these transactions.

The CAFIAS system has been used to analyze the performance of certain teachers who received Life Cycle Leadership Theory and maturity concepts as a part of their in-service training. The performance of certain psychological education teachers in Fall River, Massachusetts, was recorded on video tape during a period of seven months. The tapes were objectively coded by qualified CAFIAS observers.

From the point of view of this investigation the result indicated that by actual observation the teacher (leader) behavior generally did move from teacher controlled to a more open method. Also a movement from immature to more mature student follower behaviors was observed over the course of an academic year. (Cheffers and Mancini 1974) These findings would tend to substantiate maturity theory. However, as research proof, these findings are not significant in establishing the concept of maturity level determination. These were in essence controlled observations for another purpose. The fact that measurement is crude, that a variety of factors other than those being studied

frequently govern the behavior of interest, and that one subject is not the same as the next, all conspire to make conclusive decisions about the results of controlled observation difficult to draw. (McCall 1970, p. 4) If this be the case in controlled observation, how much more is it the case in uncontrolled observations such as most leaders and followers face in the field?

Field Observation of Group Behavior

For the purpose of establishment of the dimensions of maturity, field observation of groups follows the parallel of concept, information, research, and methodology that is present in group theory. Likert's list of the characteristics of a highly effective group sounds appropriate and functional, but behavioral application is most difficult. Similarly functional lists of group roles are generally nebulous in terms of behavior. For example:

GROUP ROLES

Work Roles

1. Initiator: Proposing tasks, goals or actions; defining group problems; suggesting a procedure.
2. Informer: Offering facts; giving expression of feeling; giving an opinion.
3. Clarifier: Interpreting ideas or suggestions; defining terms; clarifying issues before group.
4. Summarizer: Pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.
5. Reality Tester: Making a critical analysis of an idea; testing an idea against some data trying to see if the idea would work.

Maintenance Roles

1. Harmonizer: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.
2. Gate Keeper: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.
3. Consensus Tester: Asking to see if a group is nearing a decision; sending up a trial balloon to test a possible conclusion.
4. Encourager: Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.
5. Compromiser: When his own idea or status is involved in a conflict offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.

Non-Functional Roles:

Member behavior Not contributing to the solution of either the group's process or the group's task.

1. Aggression: Deflating other's status; attacking the group or its values; joking in a barbed or semi-concealed way.
2. Blocking: Disagreeing and opposing beyond "reason;" stubbornly resisting the group's wish for personally oriented reasons. Using a "hidden agenda" to thwart the movement of a group.
3. Dominating: Asserting authority or superiority to manipulate group or certain of its members; interrupting contributions of others; controlling by means of flattery or other forms of patronizing behavior.
4. Out-of-Field Behavior: Making a display in "playboy" fashion of one's lack of involvement; "abandoning" the group while remaining physically in it; seeking recognition in ways not relevant to group task.
5. Avoidance Behavior: Pursuing special interest not related to task; staying off subject to avoid commitment; preventing group from facing up to controversy.

6. Helpless Behavior: Continuing to misunderstand directions; doing things wrong (chronically); denying ability to do task; continually asking for clarification of group purpose. (National Training Laboratories 1963)

This listing is a combination of behaviors, attitudes, and concepts, some of which are very definitive and others which are very general. The list does provide a common nomenclature and does alert followers to behavioral considerations in group process. However, it does not provide for the direct determination of follower maturity.

Another method that is frequently used in field learning situations is the direct approach to observation of the group.

WHAT TO OBSERVE IN A GROUP

One way to learn in this Conference is to observe and analyze what is happening in our T-Group. All of us have spent our lives in groups of various sorts like the family, gang, team, work group, etc., but rarely have we taken the time to stop and observe what was going on in the group, or why the members were behaving in the way they were. One of our main goals here is to become better observers and better participants.

But what do we look for? What is there to see in a group?

Some things one might observe are the following:

1. What is the topic of conversation?
2. Who talks to whom? How much is everyone talking?
3. How well or poorly are the members working together?
4. How do the members feel toward each other?
5. Why are some members talking more than others, and some less than others?
6. What decisions has the group made, and how were they made?
7. Why are some members angry, others pleased, others bored?
8. Who is leading the group, and how?

9. What seems to be the mood of the group and why?

10. Does the group drift from topic to topic, and why?

What sorts of things will we observe?

1. Fighting with others: Disagreeing, making snide remarks, humorous undercuts, debate and arguments, semantic quibbling, withholding support deliberately, "yes-but" reactions, use of parliamentary procedures, etc.

2. Withdrawing from others: Daydreaming, staying out of the discussion, withholding involvement, becoming the group observer or an umpire, listening, sulking, etc.

3. Controlling others: Making suggestions, asking others to do things, making and enforcing rules, etc.

4. Being dependent on others: Making demands on others to lead, asking for clarification and task, looking to others to initiate, leaning on the trainer to tell the group what to do.

5. Punishing others: Not paying attention or ignoring others, derogatory comments, criticism, interrupting and embarrassing others, embarrassing self, mobilizing support against others, etc.

6. Helping others: Express affection, cooperation, being friendly, agreeing, supporting actively, etc.

What are some of the reasons why such behaviors occur? (Human Resource Management Pilot Program 1971)

Here the observation of followers and group behavior is to serve the purpose of the introduction of the affective element into leadership situations.

The self-observation of participant (followers) or group behavior has been a very popular method in the study of behavioral science as applied to the more formal institutions such as: business, the military, and schools. (Blake and Mouton 1964), (Kolb, Reuben, and McIntyre 1971), and (Human Resource Management Pilot Program 1971)

Many consultants or firms have developed instruments that "measure" team effectiveness.

(THE TEAM EFFECTIVENESS SURVEY - Telemetrics)

Team effectiveness requires a number of skills: technical, interpersonal, organizational, conceptual, and expressive skills--operating simultaneously--are all called for if a team is to operate effectively. The membership of the team is the obvious source of such skills, and the extent to which a team will have available the resources it needs for effective functioning is very much determined by the kinds of contributions individual members are both able and willing to make to team action. Similarly, the impacts of member contributions on other members and the prevailing "climate" of the team will be affected by the type of inputs one makes and the manner in which he makes them. . .

Below is the basic 10-point scale to be used in rating all team members on their use of the twenty behaviors described below. . .

<u>Scale Value</u>	<u>Meaning</u>
10	Extremely characteristic; <u>He does this consistently</u>
9	Very characteristic; <u>He does this nearly all the time</u>
8	Quite characteristic; <u>He does this most of the time</u>
7	Pretty characteristic; <u>He does this a good deal of the time</u>
6	Fairly characteristic; <u>He does this frequently</u>
5	Somewhat characteristic; <u>He does this on occasion</u>
4	Fairly uncharacteristic; <u>He seldom does this</u>
3	Pretty uncharacteristic; <u>He does this only on rare occasions</u>

<u>Scale</u> <u>Value</u>	<u>Meaning</u>
2	Quite uncharacteristic; <u>He hardly ever does this</u>
1	Extremely uncharacteristic; <u>He never does this</u>

TEAM BEHAVIORS

1. He is open and candid in his dealings with the entire team. As opposed to being closed, cautious, and under wraps in his relationships.

2. He hears, respects, and accepts the comments and reactions of others. As opposed to responding defensively, dismissing them as of little value, or turning a deaf ear on their observations.

3. He specifically tests for everyone's agreement and commitment to decisions reached by the team. As opposed to assuming that all are committed if no one openly disagrees.

4. He readily admits to confusion or lack of knowledge when he feels that he has little information about the topic under discussion. As opposed to trying to bluff, feigning understanding, or insisting that his opinions are right.

5. He shows his concern that the team knows where he stands on all issues. As opposed to being basically indifferent to the team's knowledge of him or just unrevealing in his comments.

6. He takes the initiative in getting feedback from other members. As opposed to waiting passively for others to offer their comments of their own accord.

7. He "levels" with others and describes how he feels about what they do and how they do it. As opposed to covering up, faking tolerance or denying any reaction.

8. His comments are relevant, and pertinent to the real issues at hand in the team. As opposed to being "frothy" and off-target or attempts at camouflage.

9. He tries to understand how others are feeling and works hard at getting information from them which will help him do this. As opposed to appearing indifferent, showing superficial concern, or being basically insensitive.

10. He values and encourages reactions equally from members. As opposed to being selective in his quest for feedback or treating some contributions as inferior.

11. He is openly affectionate toward other members when he feels he likes them. As opposed to being inhibited, restrained, or acting embarrassed.

12. He helps others participate and works to support and draw everyone into the team's discussions. As opposed to fending only for himself and leaving participation up to each individual.

13. He takes risks in the team and exposes highly personal information--both emotional and intellectual--when it is pertinent. As opposed to playing it safe and close to the vest as if he doesn't trust others.

14. He welcomes and appreciates other's attempts to help him, no matter how critical or direct their feedback. As opposed to acting hurt, sulking, indifferent, or rejecting them outright.

15. He openly tries to influence individuals and control the activities of the team. As opposed to being "strategic" and manipulative in his attempts to affect team action.

16. He presses for additional information when he feels other members are not leveling with him. As opposed to letting the matter drop or changing the subject.

17. He is openly hostile toward other members when he is angered by them. As opposed to acting unaffected, restrained, or overcontrolled.

18. He encourages collaboration on problems and solicits other's definitions and solutions on mutual problems. As opposed to insisting on mechanical decision rules or trying to railroad his own judgments through.

19. He is spontaneous and says what he is thinking no matter how "far out" it may seem. As opposed to monitoring his contributions so that they are in line with prevailing thought or more acceptable to certain members.

20. He gives support to members who are on the spot and struggling to express themselves intellectually and emotionally. As opposed to letting them flounder or trying to move on without them. (Telemetrics 1972)

As was established in the introduction to the "survey," "it is what the team members do with the data they get from the TES that will really determine its utility for achieving team effectiveness." Once again the behaviors are general, but they are becoming more specific in behavioral terms. A team member either does one thing or another, and a level of activity 1 to 10 is assigned. Many of the maturity dimensions appear in this listing; some more identifiable than others. For example, "getting feedback" is a manifestation of Achievement motivation as is "risk taking." "Collaboration" is a function of peer status (Position), etc. The purpose of the instrument is to provide data for team use, not to establish a measure for follower maturity level determination, though a positive correlation between an "effective team" and "mature followers" would be high.

Conclusion for Field Observations

The use of an instrument to provide follower data for follower use in the field is quite common. In general, a measurement of follower behaviors in order to accurately establish a level of effectiveness or the degree of task accomplishment is not the goal. Rather this follower behavior analysis is used to have the followers confront their own behaviors. Blake and Mouton in Scientific Methods, Inc. Grid Seminars have a systematized evaluation or critique feature that occurs daily in their five-day seminar. The results of individual team measurements are posted as they occur for the participants of the entire seminar to view. (Blake and Mouton 1964) The U.S. Navy's Leadership Seminar, developed in 1972, under the express mission of using the best behavior

science techniques available, uses a form including planning, decision making, communications, conflict management and:

Critique

Very little, if any, attention was paid to team process or procedures.

Complimentary remarks characterized review of group actions.

Suggestions were encouraged which helped with minor improvements or kept things moving at a reasonable pace.

Review of team action consisted mainly of faultfinding criticism and negative remarks.

Suggestions for both learning from and improving team action were made and encouraged by all, both during and after activities.

(Young 1972, p. 11-35)

The critique (or measurement of behaviors) in this case reinforces the areas of leadership; i.e., planning, decision-making, conflict management, communications, and critique, the designers considered most important. Notice that critique, or evaluation, is considered an important behavior for the group. The desired behavior being the last item, "Suggestions for both learning from and improving team action were made and encouraged by all, both during and after activities." The formal critique is scheduled at the end of the first exercise. Instructions for seminar facilitators state "This session introduces critique and it is then used twice more. This exercise sometimes gives participants a very structural or mechanical 'set' with regard to critique. It is therefore important they be helped to learn that critique is a process which is best if done in an on-going continuous fashion." (Young 1973, p. 111-28) Such an awareness would be highly mature.

Another technique used in the field for the measurement of group behavior is directly based upon the participants' behavior and the

perception of that behavior by the individuals involved. Again the purpose is not to obtain measurements of behavior, as in the case of the determination of maturity level, but to gather other data for other use within the group. Leader Resources, Inc. has a yardstick for measuring the growth of a group. (Lippitt and Seashore 1966)

For the purposes such representative field observation instruments are designed they may be quite adequate. For the purpose of maturity determination, these instruments demonstrate a common property of having either direct or indirect components of the dimensions of maturity within their structure, principally: Achievement, Activity, Position, Awareness, etc. These field observation instruments of follower behavior do provide some insights into a behavioral approach to the determination of maturity. They do not claim the instrument reliability and validity that is required for a rigorous statistical investigation. The conclusion is that though there are some general contributions to follower maturity level determination from techniques of follower observation, from the obvious applicability of non-verbal behavior observation, and from field observation of follower behavior, the requirement is for a conceptualization of the dimensions of follower maturity and behavioral determination of follower maturity level.

CHAPTER IV

INTRODUCTION TO THE DETERMINATION OF FOLLOWER MATURITY:
AN OPERATIONALIZATION OF THE LIFE CYCLE THEORY OF LEADERSHIP

This chapter is written as a representative three-day seminar on the determination of follower maturity. The seminar is designed to be congruent with the Life Cycle Theory of Leadership, which means leader (trainer) behavior must be compatible with follower (participant) maturity level. The design is based upon experiences with followers listed in Appendix C.

In essence, the seminar is a series of tasks which generate participant behavior (follower maturity). That behavior is observed by participants, if a television taping system is available, by other participants, by designated observers, and by the leader. The participants also make a series of maturity level determinations on the dimensions of maturity. (See Appendix D)

From the use of the seminar the reader will have data upon which to make judgments as to the validity of the maturity concepts developed. The reader will have a more systematic, logical, results-oriented examination of follower maturity level based upon follower behavior. The seminar approach appears to be a reasonable, effective, and interesting way to develop data for maturity level determination. In addition, the use of the seminar is a method whereby others can, to some degree, replicate the conceptualization and determination of maturity dimensions and levels of maturity.

Introduction to the Determination of Follower Maturity:
An Operationalization of the Life Cycle Theory of Leadership

A Handbook of Learning Experiences

By

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A Handbook of Learning Experiences

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Preface

This description of a three-day seminar is meant to be used with the publication Towards the Determination of Follower Maturity: An Operationalization of Life Cycle Leadership. That publication establishes, in detail, the conceptual and theoretical basis for the learning experiences which follow. This three-day seminar is organized as an independent handbook and may be used as such. The handbook is written in an informal style. It does not contain all the references or the logic for a particular exercise or theory. This handbook is, in essence, the distillation of over 28 years of direct leadership experience and of over 10 years formal academic experience focused upon group behavior in the accomplishment of assigned tasks. In particular, this handbook will aid a prospective leader in determining follower maturity and adapting his leadership methods appropriately.

It is assumed that the presenter of the seminar has had a variety of teaching and small group experience (although it is not necessary). The participants are also assumed to be an average group with some interest and abilities in leadership (again, not strictly necessary).

One of the major differences between this seminar and other such educational materials or lesson plans, is in the objectives. The purpose of all the activities is to generate data for the determination of follower maturity. Any other knowledge or skills gained by the participants is tangential. Hence, the handbook's objectives read "to gather data for determination of follower maturity level." If you are conducting the seminar for any other reason; i.e., "Leadership for School Counselors" or "Leadership or Followership in Middle Management" then

you will need to add your specific objectives into the seminar and the particular exercises. The objectives as listed are indicative of the types of outcomes that may be gained from the particular exercise in addition to the primary function of this handbook; the function is to provide you with data upon which you may make your own determination as to the validity and applicability of the determination of follower maturity level.

Introduction

The purpose of this training seminar is twofold. For you as the leader, the purpose is to see if the maturity concepts set forth are valid. This handbook presents learning experiences that will generate follower behavior. Descriptions of follower behavior in terms of low, average, and high maturity are then outlined.

For the follower participants, the purposes are that they will gain a cognitive understanding of Life Cycle Leadership Theory, the means by which to determine follower maturity, and the skill to observe others and self-behavior in terms of follower maturity. A frequent occurrence is that when the need for a leadership construct arises in the future, the participant will use Life Cycle Leadership Theory and the determination of follower maturity.

The format for presentation of materials in this handbook will be:

- a. Introduction
- b. Learning experiences (LEX):

1st Day

1. First Introduction
2. Pre-Course Tests and LASI
3. Seminar Introduction
4. Leadership Awareness "P"
5. Structure Task
6. Action Task #2 Problem Solving
7. Maturity Determination (Individual)
8. Maturity Determination (Group)
9. Television Feedback of Action Task #2

2nd Day

1. Administrative Items
2. Leadership Style Questionnaire
3. Leadership Lecture
4. Break Task
5. A. Team Introduction Task
B. Baseline Task
6. A. Team Introduction Task
B. Baseline Presentation
7. Action Tasks--Whose Problem
8. Structure Task #2, Symbols-Task, Time-Task
9. Summary Task
10. Summary Presentation
11. Maturity Determination (Individual)
12. Maturity Determination (Team)
13. Reading Assignment

3rd Day

1. Administrative Items
2. Maturity Dimension Task
3. Maturity Dimension Presentation
4. A. Leadership Awareness
- B. Visual Presentation
- Optional Task
5. A. Summary Task
- B. Application Task
6. A. Summary Presentations
- B. Application Presentations
7. Maturity Determination--Individual and Team
8. LASI--Post-Seminar
9. Post-Seminar Evaluations #1
10. Post-Seminar Evaluations #2
- C. Learning Experience Format
 1. The objectives of the experience
 2. The process or procedures to be followed in executing the exercises
 3. Any materials or equipment required, and
 4. The comments regarding that specific experience and maturity levels
- D. Learning experience handouts or exercise sheets will be presented in their entirety for ease of distribution. This handbook is primarily meant as a leader's guide to key a series of exercises through which determination can be made

of follower maturity.

E. Comments about determination of follower maturity

Results

What results can you reasonably expect from using this handbook?:

1st: You will have knowledge and skill in the Life Cycle Theory of Leadership and determination of follower maturity.

2nd: You will have data to draw your own conclusions about the determination of follower maturity.

3rd: You will have had a chance to systematically examine your (and others) leadership behavior and follower behavior.

4th: You will have a structure (Life Cycle Leadership Theory) which can be very helpful in dealing with the many variables of leadership. The more you use it the better it works.

Background

In Management of Organizational Behavior (1972) Paul Hersey and Ken Blanchard set forth an expanded version of a concept they had originally published in the Training and Development Journal, May 1969:

"The Life Cycle Theory of Leadership." The theory is a culmination of efforts at the Center for Leadership Studies, Ohio University, Athens, Ohio. It is a leadership theory that is an outgrowth of a Tri-Dimensional Leader Effectiveness Model. It was developed in an attempt to provide a conceptual framework that might help a leader develop strategies for adapting one's leadership style in working with the many individuals and groups within one's environment.

Life Cycle Leadership Theory is based on a curvilinear relationship

between task behavior and relationships behavior, and maturity. This theory provides a leader with some understanding of the relationships between an effective style of leadership and the level of maturity of his followers. Thus, the emphasis in the Life Cycle Theory of Leadership is on the behavior of a leader in relationship to his followers. Followers in any situation are vital, not only because individually they accept or reject the leader but because as a group they actually determine whatever personal power he may have in the group.

Movement of the individuals and the group from immaturity to maturity is the key to appropriate leadership style. The concern is not chronological age, although the application of the Life Cycle Leadership Theory may be compared to the parent-child relationship. Beginning with structured task behavior, which is the appropriate behavior for working with immature individuals or groups, Life Cycle Leadership Theory suggests that the leader's behavior should move through (1) high task--low relationship behavior to (2) high task--high relationship and (3) high relationship--low task to (4) low task--low relationship behavior as (and if) one's followers progress from immaturity to maturity. The theory is symbolized in Figure IV-1.

Effective Styles

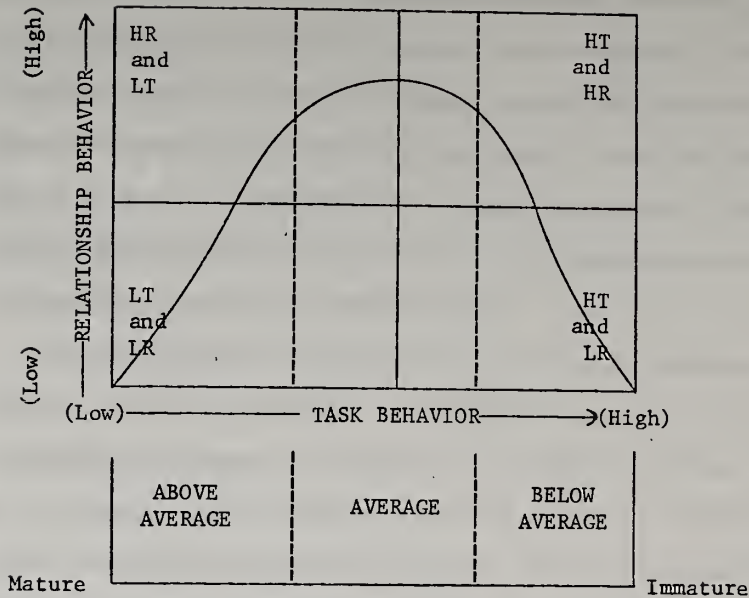


Figure IV-1. The Life Cycle Theory of Leadership
Task and Relationship Dimension of
leader behavior, and maturity level.

The maturity level of the group is as critical as the maturity of individuals within the group. Life Cycle Theory of Leadership explains the failure of immature groups to be effective when the leader exhibits behavior that may be appropriate for the maturity of the individuals but the leader's behavior is not appropriate to the group maturity level. Of prime importance to the theory is the fact that the task assigned continues to be accomplished. The quality of task accomplishment should increase or at least remain the same in effective Life Cycle Leadership Theory as the group matures.

The intuitive correctness of the theory is substantiated in

familiar illustrations. The parent-child relationship with the change over time of parent behavior from providing total structure and support to providing none as the child matures. As an example of leadership for mature, highly trained individuals, Hersey and Blanchard cite management of research and development personnel. They also apply the Life Cycle Theory of Leadership to educational settings: teacher-student, administration-governing board, and administrator-faculty relationships (Hersey and Blanchard 1972).

The applicability of the Life Cycle Theory of Leadership is wide ranging. The Life Cycle Theory of Leadership explains a wide variety of leadership successes and failures in 24 years as a naval officer for the author. In the field the need for efficient, effective, appropriate leadership was constantly present. Why would one set of leader behaviors produce outstanding results at one time, and practically identical leader behavior at a later date produce drastically different results? It was obvious that the situation and followers had changed. Surely there had to be a way for a systematic, pragmatic, and theoretically sound diagnosis of the elements of leadership. The Life Cycle Theory of Leadership provides such a model.

Having had direct experience in the field of leadership and also a theoretical approach to leading and teaching in formal education and training experiences, an attempt was made to develop a research project that would demonstrate that the experiential method of leadership training was the better method of teaching leadership. During this development, it became apparent that the dimensions of follower behavior used in the determination of the level of follower maturity were stated

in very broad terms, adequate for theory and for the majority of field situations. However, a contribution could be made by a conceptualization and presentation of maturity dimensions. The Hersey and Blanchard (1969) tri-basis of maturity: achievement motivation, willingness and ability to accept responsibility, and task relevant education and experience were used with Argyris' trends toward self-actualization of the individual (Argyris, 1957) to establish (over a period of several years--based upon use in field situations) the following dimensions of maturity:

- Achievement
- Responsibility
- Experience
- Dependence
- Variety
- Interest
- Perspective
- Position
- Awareness

By examining these dimensions of follower behavior in training and field situations a basis could be provided for both a more definitive approach in research and for immediate use in the field.

Chapter III of the basic publication discusses theoretic development of these dimensions and Chapter V sets forth the observation of the dimensions in verbal and non-verbal follower behavior.

In the comment section of this handbook specific comments regarding specific dimensions are presented. Since the basic format of these

learning experiences is task assignment to generate data and then determination of maturity level, one cannot pinpoint when one dimension or another may specifically be present. Also, it appears that the dimensions are not as mutually exclusive and all inclusive as one would desire for observation that is completely reliable. This is not an unusual situation for field observations and need not hinder you in your investigation of the determination of follower maturity.

In conducting various leadership learning experiences a Likert type scale using Chris Argyris' Maturity and Immaturity Continuums (Argyris 1957) and Achievement Motivation was developed (Hersey and Blanchard 1972). The objective was to have participants in learning experiences establish directly their own group maturity as part of their leadership training. The question was and is: "How do you determine follower immaturity-maturity?" Determination of follower maturity level is a first step towards operationalization of the Life Cycle Theory of Leadership.

Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Effective leadership is a function of the leader, the followers, and the situation (Hersey and Blanchard 1972). $L = F(l, f, s)$ in accomplishing a particular task. This seminar focuses upon the followers as a major first step towards operationalization of Life Cycle Leadership Theory. Follower maturity is key to Life Cycle Leadership Theory. Assuming some leader skills and behavior options upon the part of the leader, the first step in operationalization must be to determine the maturity level of the followers.

Based upon life experience, using an experiential leadership seminar or class, this handbook will allow you to establish the necessary steps towards operationalization of Life Cycle Leadership. Because of the nature of the interaction of the elements of leadership, other leader influence relationships emerge that require some attention if the maturity determination is to be optimum. However, it is the maturity levels of the followers that is of prime importance.

Certain assumptions regarding operationalization of the Life Cycle Theory of Leadership must be made:

1. That the Life Cycle Theory of Leadership is a valid theory.
2. That Argyris' Maturity-----Immaturity Continuums are viable and are applicable to groups as well as individuals.
3. That Achievement Motivation Theory is viable and is applicable to groups as well as to individuals.
4. That leadership is an interpersonal relationship based upon influence.
5. That leaders are exercising their power and influence now, leadership interpersonal relationships exist now.
6. That the concept of group maturity applies with a high degree to a wide variety of groups.
7. That male and female leadership/followership is the same, though females may have been excluded from leadership positions.
8. That while this investigation relies primarily upon training situations, the concept applies to a wide variety of leadership situations.
9. That general areas of maturity behavior are observable and behaviors may be measured to some degree.
10. That this investigation is quasi-scientific in that the seminar permits replication.

Presentation of the Seminar

This seminar is designed for 12 to 24 participants divided into groups of 6 persons. It assumes that you have two television cameras, recording facilities and monitors available, with operators other than yourself.

Basically, the seminar is a series of tasks that are accomplished to provide data to the group regarding their own behavior. The seminar is designed with the operational definition of maturity being manifested in the behavior of the group. The exercises or tasks start out as remote or external because almost without exception the group is immature and will deal with any issue in a remote or external manner. Obviously, there are some individuals who will be able to deal with the "here and now." However, the group will be immature and will not be able to handle these mature inputs. The truly mature persons, by definition, will be able to modify their behavior to that of the rest of the group. Frequently, these persons will take a variety of roles as they assist the group in moving toward maturity. Most of the time neither the emergent leaders nor the group will be aware of what they are doing. Those familiar with group process will recognize that some people of their experience seem to be able to say the right thing at the right time; those who can say "This is serious," or "We need a break," or "We have to face it, we're not doing the job." It is suggested that you scan the continuums of maturity behavior and try to remember how it was when someone said or did something at 9 o'clock that was impossible to say or do at either 8 or 11.

The presentation of a Life Cycle Leadership Theory seminar must

be congruent with itself. The objective you set forth will be met. The exact sequencing, or phasing, and depth of an activity must depend upon the maturity level of the group. Situational factors such as size, frequency of meetings, and the like, may tend to keep a group immature. This is in keeping with theory. Maturity is task specific. You will see that you can keep a group immature just by changing the nature of, or shortening the time available for, a task, or by introducing a new member to the group. Therefore, the following general material is presented as most probable and a basis for your choices. The later sessions necessarily have a high degree of flexibility.

Two basic sources should be identified: 1. Paul Hersey, Kenneth Blanchard, Management of Organizational Behavior, 2nd Edition: Prentice Hall, 1972; and 2. Kolb, David A.; Rubin, I. M.; and McIntyre, James, Organizational Psychology, an Experiential Approach, Prentice Hall, 1971. A wide variety of other resources are available.

Seminar Leader

The leader of the seminar (you) must attempt to model appropriate leadership behavior. However, you are in a win/win situation. As you succeed or fail in your attempts to model the appropriate behavior, the behavior in itself becomes a topic for discussion, or for exercises. Even in this very analysis of leader behavior, the maturity of the group will show itself. Immature groups will tend to praise, or take the obvious and safe criticism of you and themselves. Average maturity groups will talk about the seminar and how it might be improved, or helped. High maturity groups will tend to comment and criticize

on person to person levels such as "I feel that you did not model Quadrant 2 behavior because. . . ." Note that it is the group of followers that is being considered. Frequently one will have a very mature, highly verbal individual who uses a confrontation style. This individual will quite honestly confront you or he will lead "the kill the leader movement." The immature group will frequently passively and dependently follow this new leader, proclaiming their maturity as they accept his control; or they may completely reject him and remain dependent upon you. The more mature group will tend to split the difference between you and the other leader. The highly mature group will accept you both for your personal and positional power. The highly mature level group will make conscious acceptance of yours, his, and others' leadership behavior when it is the appropriate style as they work towards the accomplishment of the task.

As a rule, group maturity will require that the leader (you) remain in Quadrant 1 or Quadrant 2 for the vast majority of time. Smaller sub-groups or individuals may require different quadrant leader behavior at almost any time. The nearest approach to a mature group in the author's seminar experience was a sub-group who very maturely decided on Quadrant 3 as their desired leadership style from the author. After controlling the task for a day, they were mature enough to realize their immaturity in task relevant experience and education. They then requested task initiation from the author. The situation changed, (an observer joined the group), and the group's maturity behavior level went back to low maturity.

As the leader models Life Cycle Leadership Theory he will come

to the power switch of Quadrant 2 to Quadrant 3 behaviors. The task control of the enterprise shifts from the leader (yourself) to the followers (the group) as shown in Figure IV-2.

(a)

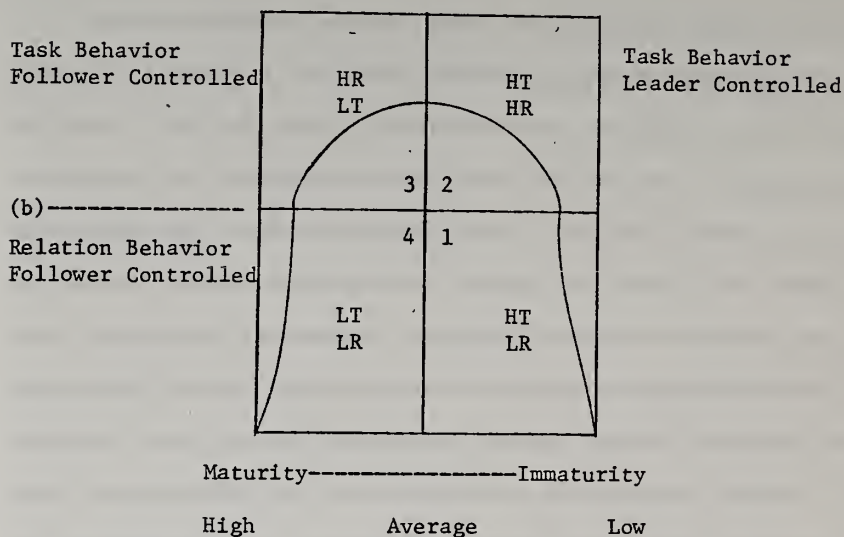


Figure IV-2. The control shift in task behavior at (a) and in relationship behavior at (b).

At this point (if it arrives) the leader (you) will make some really hard decisions. Do you really want to relinquish control? Will the objectives of the seminar be met? (Remember task accomplishment is required in any definition of leadership.) In this training situation, you are in a win/win situation. If you make the power switch and the followers (group) achieve the objectives as stated, that is used in the seminar as data. If the power switch is made and the followers do not achieve the seminar's goals, then that is data for the seminar. Recognize that the leader (you) may have to use Quadrant 1 or Quadrant 2

leader behavior to use that data. You may well have to exhibit some very low relationship behavior to get the group to confront the reality of task failure. You must also plan for some time for the group to confront this issue.

From a practical point of view, the leader should have some background in leadership, teaching, counseling, small group experience and the like. This handbook is designed to be presented by those who have an interest in leadership/followership, and who want a practical demonstration as well as a conceptualization. The ideal group of participants is the same type of individuals. However, as noted in the author's field experience, the seminar participants can be of almost any age or educational level. Colleagues who have kindly attempted to use these materials prior to this publication report a general applicability most easily accomplished and interpreted with professional trainers, teachers, and counselors, etc., whereas field, family situations required a good bit of modification, reorganization and adaptation to make the experience more meaningful to the participants. The dimensions of maturity and the concept of maturity has come through with the variations in all of our experiences. There is a wide variety of language and level of educational experience reflected in the participants' determination of maturity level, but the concept of maturity level determination appears to be constant.

Humanistic Leadership

It is the opinion of the author that it is the matter of the power switch that has caused the majority of the problems with humanistic

leadership. There are always the three elements: leader, follower, and situation. Stated simply, most of the time, the situation; i.e., business organization, social institutions, etc. is not ready for a leader influence shift to a humanistic style. Think a minute, why should the situation be ready? There usually has been little or no explanation for the change. Further, many elements of the situation were probably structured to provide some stability, to prevent change, and to provide for behavior of followers without the personal involvement of leaders. Usually there is no understanding or basic theory presented (and proven successfully) with the power switch. There also may be situational influences upon the particular situation that mitigates against the power switch. For example, a department setting its own hours to avoid the traffic might not mesh with the parent company's hours; a whole school system's changed curriculum philosophy might not meet state requirements; or a powerful nation's unilaterally disarming could place numerous smaller countries without intervening oceans or land masses in an extremely dangerous position.

While all of this and more is probably true, the two factors causing more problems with the power switch are usually the followers and the leader. The followers, as a group, (particularly if the group has many members) are not capable in terms of all dimensions of maturity of exercising the task (or later the task and relationships) leadership behaviors required in a true power shift. The followers are not active. They are not independent. They are not capable of behaving in ways appropriate to changing situations. Their interests are not deep and strong with a long-time perspective. They do not,

usually, have equal peer positions. Though they may be willing, they may not have the ability to assume responsibility. They may have little or no relevant education and experience. Their motivation may not be achievement of the organization's goals. The manner in which you determine these things in a group of followers is what this seminar and the determination of follower maturity level is all about. Average maturity followers begin to behaviorally acknowledge that they don't know how they are measuring maturity (or on what they have been basing their behavior). An indication of maturity level appears when and to what degree the followers will initiate and discuss meanings and feelings about maturity, and task and relationship behavior.

Political and social leaders have traditionally used the arguments that the followers "are not ready" or "are not able," or are "inferior," to oppress the followers. While this is true, the fact remains that some followers are in fact not ready or able. When the followers are ready and able (mature in terms of Life Cycle Theory of Leadership) and they are still oppressed, then it may be morally wrong. Life Cycle Theory of Leadership could be used to oppress people more effectively and efficiently. However, the ethics of the use of any leadership theory is beyond the scope of this seminar.

Just as it is most often the leader who determines the ends to which his enterprise is truly directed, so it is most often the leader who is uniquely involved with the power shift. In my opinion the majority of problems that result from the use of humanistic leadership is not with the situation. (Situations by their very size and nature frequently have much more flexibility and tolerance for change than

individual followers or leaders.) Nor is the difficulty usually with follower maturity. No, the main cause of problems in the power shift is with the leader. First, the leader may make a mistake in his analysis of the follower maturity. (During the course of the seminar you will note that you and others make frequent diagnostic errors.) Then there is the matter of leadership processes: decision making, goal setting, communications, time management, etc. Most leaders have not systematically investigated their own capabilities and limitations. Even if the leader qualifies on the two vital areas (determination of maturity of followers and leadership processes) he still has himself to deal with. Self-knowledge, his or her own life values, knowledge of ego status, etc. are usually lacking, to the detriment not only of personal efficiency and effectiveness, but more importantly for our focus, to the detriment of task accomplishment. For the leader to move into Quadrant 3 and then Quadrant 4, for the leader to exhibit the appropriate behaviors, the leader must be able to accept the results.

One may use the example of giving the family car to a son. To say, "Come home when you are ready to," is ridiculous if you don't mean, "Come home when you are ready to." Expectations as to reasonable hours can be discussed and precedent considered. But if you can't handle his coming home when he is ready, Don't Say It! The situation of raising expectations is familiar in the literature of revolution. Asking for follower participation will help for a while, but with maturity, followers want more than suggestions. The followers want their suggestions considered on merit, and acted upon. Words are cheap

and easy from top leadership. Action from top leadership is hard to come by. The whole experience of change effort supports this by no means original conclusion. The military, churches, school systems (social systems, formal as well as informal), tend to make statements and set policies that sound good. The systems usually do not back them in reinforced individual behavior change and changed group behavior. (Hersey and Blanchard provide an excellent summary on change in systems.) The point here is that under the normal distribution, Quadrant 2 leader behavior is most often appropriate to the maturity level of seminar participants.

Leader Behavior

Quadrant 2 leader behavior covers low to average maturity. As a rule of thumb, unless you are sure that all aspects are favorable, Quadrant 2 is the type behavior the leader (you) should be using. This does not mean that one's entire leader behavior would be Quadrant 2. Quadrant 1 behavior is applicable for new sub-groups and other demonstrated low level groups. Quadrant 3 or Quadrant 4 leader behavior for proven maturity of some sub-groups or individuals could also be very appropriate.

In the training situation, assistants are used as facilitators or helpers for television, audio-taping, and the like. A point is made by the author of specifically exhibiting Quadrant 3 and 4 leader behaviors with them. With experienced (mature) individuals (people who have worked the seminar a number of times) the success of Quadrant 3 and Quadrant 4 leadership is discussed with participants. With immature

individuals (people who have not worked the seminar and therefore are immature in task experience and education) the failures of Quadrant 3 and Quadrant 4 leadership are observed and discussed with participants and if appropriate with the facilitators. It is an "Aha!" experience for participants to be upset because of something a facilitator did or did not do. The participants then confront the leader (you) with something like: "I don't care how many degrees she has. You didn't tell her what to expect in our group. So I think what happened is your fault, certainly not hers." A pause with an accompanying slight smile, is often all that is necessary for a burst of "Aha!" The advantages of using persons such as assistants for inappropriate leader behaviors is that although the participants are somewhat involved, they are usually not that directly and emotionally involved.

You can be sure that you are going to exhibit inappropriate quadrant leader behaviors. When you do, the more mature the group, the more they will be able to recognize the behavior as inappropriate and to confront you with it. Frequently, you will be receiving severe criticism of your abilities as a leader. Your diagnosis and your explanation of your cues, and clues as to group maturity level will be under attack. Quite simply, the statements will be something like this: "You are the leader and you are supposed to be expert in this. You are making mistakes. You aren't very good at determining follower maturity!" The answer to this is: "That is correct."

A wide range of questions can be expected. The whole aspect of how important is individual maturity to the group will probably come up within the seminar. For example, can a group of immature individuals

be or become a mature group? Will a group be or become mature with some individuals within that group who are not mature? Is the recognition of personal immaturity a step toward personal maturity? Is a sub-group a group? At the present time, the answers to these questions are not definitive. There are opinions, but they change as new data is received. The best answer seems to me to be: "I don't know. But I think that the activities of this seminar will help us answer such questions."

Follower Maturity

In the future, the results of investigation may establish that there is no such thing as follower maturity, or at least establish dimensions much different than those conceived in this seminar. Such a conclusion seems just slightly less probable than conclusions like: there is follower maturity; this is what follower maturity looks and sounds like; these are the dimensions of follower maturity; this is how follower maturity might be measured; and this is how you can acquire knowledge and skills regarding follower maturity. Neither conclusion is justified at this time.

Use of Video Taping System

All of the seminar is designed to use a video-taping system. Taping requires time, people, and facilities. Often what time can be made up using the television as an "unfreezing" mechanism is lost as the group becomes interested in the television content as opposed to their behavior on television. Any combination of television and non-television may be developed depending upon your resources. Used early

in a seminar, television is a tremendous "unfreezer;" used in the middle it both "unfreezes" and aids in conceptualization. Near the end of a seminar the group should have a good grasp of the principles involved and use of television can solidify and consolidate cognitive data.

The basic television model recommended is the same as on the LEX sheet. The purpose of the LEX is to provide data for analysis of follower maturity behavior. One participant said "There are three things to remember about use of television and behavior. They are: focus, focus, focus." It is recommended that you experiment with a variety of ways to gather data, and focus upon the determination of maturity using, and not using television. Some words of caution: if you do use television, figure on it breaking down; also, time must be allowed for people to get used to themselves on television by simply seeing themselves and getting familiar with the television procedures. Your facilities situation will determine how you use the television system. The comment section of an exercise will suggest specific ways to use the system.

Seminar Design

The general theory is that one starts off with a variety of highly structured, interesting exercises. At the present time it will be a rare group that is interested in just maturity determination. After the seminar experience there is much more interest. Most seminars will be pointed towards leadership, administration, or management. This seminar is designed for an average group, some interested, some not; some friendly, some hostile; some threatening, some threatened;

an interest in some aspect of leadership being the common denominator.

In three days we are actually expecting some people to start to change their behavior in the real world. Realistically, that premise or expectation may be too much. There is literature that promises everything in the field in a five-day seminar. You have seen it. There is also literature that says for \$500 and a five-day seminar you are guaranteed to have an "awareness" of your leadership and that of others. The latter goal seems more probable of attainment.

In Lewin's (1947) terms, day one is unfreezing, day two is unfreezing and change, and day three is change and refreezing. You also must realize that you are under a handicap since much of the first day is introduction and much of the third day is getting ready to re-enter the real world. Another handicap arises if you are presenting the seminar at minimum cost. Unfortunately, our culture tends to value things in terms of cost (monetary or whatever is valuable to participants, such as time). If it costs nothing, it has no value--an immature analysis but an operative one nonetheless.

Research has shown that your seminar will be more valued and have a better chance of achieving goals if you:

1. Have participant pre-work involved. (The more participants pre-work the better. You have a commitment from your participants before they arrive.)
 2. State what it is that they are going to gain from the experience.
 3. Have external (recognition, promotion, etc.) and internal (established by the individual) rewards from the participants' system stated.
- Anything you do to enhance the above will increase your chances of a

more successful seminar for the participants. These actions do not appear to affect the determination of follower maturity.

The seminar is designed for both stranger groups and family groups. (Family means all from the same company or field situation. Strangers means simply that: relative strangers.) Usually the exercises are identical. Where they are not, the A option is for the stranger group; the B option is for the family group.

If you have a choice, it is recommended you attempt the seminar with a stranger group first. The only really big difference is that the family group must "live" much more intimately with the results of the seminar. The advantage of family groups is that whatever is learned can be directly applied. Obviously, any discomforting facts must also be lived with. Generally, the family group is much more immature in giving and receiving feedback about their maturity. On the other hand, what they do accomplish may well be applied immediately.

The very nature of the seminar being a series of experiences permits you to experiment with conducting the experiences separately (in other than a given seminar situation) to gain an idea of the time and dynamics involved. You can also build confidence for yourself in the ease of accomplishment of the experiences.

Design Summary

The maturity that we are interested in is the maturity of the group. It is recognized that there is a one-to-one relationship between the leader and the individual follower. However, it is the behavior of the group (which we have labeled as having dimensions of

maturity) that is our focus.

The whole purpose of the experiences or tasks is to provide data for the determination of maturity. No one specific item or experience can be pinpointed as the one where the insights will occur. Remember maturity is task specific and group specific. The very nature of the Life Cycle Theory of Leadership is based upon the observable behavior of the followers. It is situational and this seminar is situational. Circumstances, the situation, a specific mix of leader and followers may bring a group or sub-group to an average or high maturity level quite rapidly. On the other hand, similar factors may prevent maturity. Obviously after having established the viability, validity and reliability of maturity concepts, the issues of whether to help and how to help a group achieve maturity more rapidly may arise.

INTRODUCTION TO THE DETERMINATION OF FOLLOWER MATURITY

1st Day Seminar Schedule

1. First Introduction
2. Pre-Course Tests and LASI (Leader Adaptability and Style Inventory)
3. Seminar Introduction
4. Leadership Awareness "F"
5. Structure Task
6. Action Task #2 Problem Solving
7. Maturity Determination (Individual)
8. Maturity Determination (Group)
9. Television Feedback of Action Task #2

LEX - First Introduction

Objective:

1. To briefly welcome seminar and to start group on various tasks.

Process:

1. Welcome seminar participants and start the pre-test tasks.
2. This is a first brief introduction. There will be another introduction after pre-tests.

Materials:

1. Whatever items necessary for the particular seminar.

Comments:

1. This is the first introduction to start your pre-test or preliminary procedures. It should be a friendly Quadrant 1, dealing only with the things you want to have start.

2. The materials required will depend upon whether you have television, the number of persons in seminar, the facilities available, the arrangement of rooms, etc. Ideally one should have a large general room (that may double as a team room) and a separate room for each team. However, whatever the resources and facilities, one can conduct a seminar that will give an introduction to the determination of follower maturity.

3. First indications of the dimensions of maturity have already been evidenced. Who was there early, who is on time; "ready and eager to go" (Achievement). How do participants seat themselves. Who (participants) directs traffic? "You two come over here with us" (Position). How many bring their outside interests to the seminar?

Do you ever hear things like: "all day for three days?," "This is typical, being sent here with no warning." "I can only catch the first hour or two then I have to go to a meeting." This latter is a favorite of management or top administration.

LEX - Participant Information Sheet

Objectives:

1. To gain biographical information about students for
 - a. Research
 - b. Design of the seminar
2. To provide alternative activities while participants are doing other pre-tests.
3. To list the expectations of seminar participants.

Process:

1. Complete seminar information sheet (example attached) as part of a short welcome by a staff member. Use as part of other pre-test activities.

Materials:

1. Seminar information sheet (sample attached).

Comments:

1. One of the most common structures in education is the initial completion of an information sheet. This task provides familiar structure to the participants.

2. With limited staff and equipment, several activities must be utilized simultaneously in order that the participants may be cycled through and be active.

3. The information submitted in the individual information sheets usually shows a wide disparity of expectations. Strains of general leadership interest are usually common; communications, group skills, and decision making being the most common.

Pre-Seminar Information Sheets

Name _____

1. Brief description of your present leadership position.

2. Sex _____ Age _____ Position _____

3. Please name/describe the five biggest problems in your "system."

1.

2.

3.

4.

5.

4. What specifically would you like to accomplish during this seminar?

4. In this seminar you will not be able to handle these other needs or objectives of the participants except the determination of follower maturity. Some few possible added items may occur while in the process of data gathering or feedback. If the group wants or needs communications skills or decision making skills, you are not going to fill their needs with this seminar! You may be helping in these skills in the long run, but in the short run you will not. The maturity of the group will be evidenced as (and if) they accept this fact.

5. You see Comment 4 is a direct reflection of Perspective. The biographic sheet is a direct way of gathering of Experience and education. Occasionally a group with a higher level of maturity will ask to see the participant information sheets as they plan a strategy to achieve some goal (Achievement).

LEX - Leader Adaptability and Style Inventory

Objectives:

1. To provide pre-test information to leader and participants.
2. To measure participants' leadership style, range of style and style adaptability.

Process:

1. Complete Hersey and Blanchard LASI as part of other pre-test activity.

Materials:

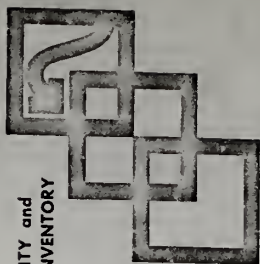
1. Leader Adaptability and Style Inventory (LASI).

Comments:

1. The LASI may be used as a pre- and post-test instrument. It usually demonstrates growth in diagnostic and action ability.
2. This experience provides alternative activities for limited staff, and equipment that is usually available.
3. First cues and clues as to maturity may be obtained by reactions of the group to pencil and paper activity; forced decision making; diligence in goal achievement, etc. Who picks up pencils? How many sit passively? Who and how many use humor to attack the instrument?, etc.
4. One or two may ask "What's this for? What does this prove? Who says it's valid?" The more immature the group, the less likely there will be any questions. From Quadrant 1 defer answering such questions.
5. A team LASI score can be obtained by having one of first experiences be a completion of one LASI for a team. This method is

LASI Self

LEADER ADAPTABILITY and STYLE INVENTORY



Assume you are involved in each of the following twelve situations. Each situation has four alternative actions you might initiate. READ each item carefully. THINK about what you would do in each circumstance. Then CIRCLE the letter of the alternative action choice which you think would most closely describe your behavior in the situation presented. Circle only one choice.

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<p>1</p> <p>SITUATION</p> <p>Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is in a tailspin.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Emphasize the use of uniform procedures and the necessity for task accomplishment.</p> <p>B. Make yourself available for discussion but don't push.</p> <p>C. Talk with subordinates and then set goals.</p> <p>D. Intentionally do not intervene.</p>
<p>2</p> <p>SITUATION</p> <p>The observable performance of your group is increasing. You have been making sure that all members were aware of their roles and standards.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Engage in friendly interaction, but continue to make sure that all members are aware of their roles and standards.</p> <p>B. Take no definite action.</p> <p>C. Do what you can to make the group feel important and involved.</p> <p>D. Emphasize the importance of deadlines and tasks.</p>
<p>3</p> <p>SITUATION</p> <p>Members of your group are unable to solve a problem themselves and have internally left performance and interpersonal relations have been good.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Involve the group and together engage in problem-solving.</p> <p>B. Let the group work it out.</p> <p>C. Ask quickly and firmly to correct and redirect.</p> <p>D. Encourage the group to work on problem and be available for discussion.</p>
<p>4</p> <p>SITUATION</p> <p>You are considering a major change. Your subordinates have no record of accomplishment. They respect the need for change.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow group involvement in developing the change, but don't push.</p> <p>B. Announce changes and then interact with close supervision.</p> <p>C. Allow group to formulate its own direction.</p> <p>D. Incorporate group recommendations, but you direct the change.</p>
<p>5</p> <p>SITUATION</p> <p>The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles has helped in the past. They have continually needed reminding to have their tasks done on time.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow group to formulate its own direction.</p> <p>B. Incorporate group recommendations, but set that objectives are met.</p> <p>C. Redefine goals and supervise carefully.</p> <p>D. Allow group involvement in setting goals, but don't push.</p>
<p>6</p> <p>SITUATION</p> <p>You stepped into an old, old, old situation. The previous administrator ran a tight ship. You want to maintain a productive situation, but would like to be harmonizing the atmosphere.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Do what you can to make group feel important and involved.</p> <p>B. Emphasize the importance of deadlines and tasks.</p> <p>C. Intentionally do not intervene.</p> <p>D. Get group involved in decision-making, but see that objectives are met.</p>

<p>7</p> <p>SITUATION</p> <p>You are considering major changes in your organizational structure. Members of the group have been resistant to change. The group has demonstrated flexibility in its day-to-day operations.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Define the change and supervise carefully.</p> <p>B. Acquire group's approval on the change and allow members to organize the implementation.</p> <p>C. Be willing to make changes as recommended, but maintain control of implementation.</p> <p>D. Avoid confrontation; leave things alone.</p>
<p>8</p> <p>SITUATION</p> <p>Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Leave the group alone.</p> <p>B. Discuss the situation with the group and then initiate necessary changes.</p> <p>C. Take steps to direct subordinates toward working in a well-defined manner.</p> <p>D. Be careful of hurting boss-subordinate relations by being too directive.</p>
<p>9</p> <p>SITUATION</p> <p>Your superior has appointed you to head a task force. Your group has no previous record of recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Let the group work it out.</p> <p>B. Incorporate group recommendations, but see that objectives are met.</p> <p>C. Redefine goals and supervise carefully.</p> <p>D. Allow group involvement in setting goals, but don't push.</p>
<p>10</p> <p>SITUATION</p> <p>Your subordinates, usually able to take responsibility, are not responding to your redefining of standards.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow group involvement in redefining standards, but don't push.</p> <p>B. Redefine standards and supervise carefully.</p> <p>C. Avoid confrontation by not applying pressure.</p> <p>D. Incorporate group recommendations, but see that new standards are met.</p>
<p>11</p> <p>SITUATION</p> <p>You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Take steps to direct subordinates toward working in a well-defined manner.</p> <p>B. Incorporate group recommendations, but see that objectives are met.</p> <p>C. Discuss past performance with group and then you examine the need for new practices.</p> <p>D. Continue to leave group alone.</p>
<p>12</p> <p>SITUATION</p> <p>Recent information indicates some internal difficulties among subordinates. The group has a history of poor performance. The group has been affected by prolonged long-range goals. They have worked in harmony for the past year. All are well qualified for the task.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Try out your solution with subordinates and examine the need for new practices.</p> <p>B. Allow group members to work it out themselves.</p> <p>C. Act quickly and firmly to correct and redirect.</p> <p>D. Make yourself available for discussion, but be careful of hurting boss-subordinate relations.</p>

LEADER ADAPTABILITY AND STYLE INVENTORY

DIRECTIONS FOR SCORING

Circle the letter that you have chosen for each situation on the same line to the right, under Column I (STYLE RANGE) and also Column II (STYLE ADAPTABILITY). After you have circled alternative actions, total the number of circles for each sub-column under Column I (STYLE RANGE) and Column II (STYLE ADAPTABILITY) and enter totals in the spaces provided below.

COLUMN I (Style Range) Alternative Actions				
(1)	(2)	(3)	(4)	
1	A	C	B	D
2	D	A	C	B
3	C	A	D	B
4	B	D	A	C
5	C	B	D	A
6	B	D	A	C
7	A	C	B	D
8	C	B	D	A
9	C	B	D	A
10	B	D	A	C
11	A	C	B	D
12	C	A	D	B
Sub-columns (1) (2) (3) (4)				

COLUMN II (Style Adaptability) Alternative Actions				
(a)	(b)	(c)	(d)	
D	B	C	A	
B	D	C	A	
C	B	A	D	
B	A	A	C	
A	D	B	C	
C	A	B	D	
A	C	D	B	
C	B	D	A	
A	D	B	C	
B	C	A	D	
A	C	D	B	
C	A	D	B	
Multiply by:				
(a)	(b)	(c)	(d)	
-2	-1	+1	+2	

TOTAL

Processing Data from Column I (Style Range)

Sub-column totals from Column I (Style Range) can be located on the basic styles, (the middle portion) of the Tri-Dimensional Leader Effectiveness Model to the right. The column numbers correspond to the quadrant numbers of the leadership model as follows:

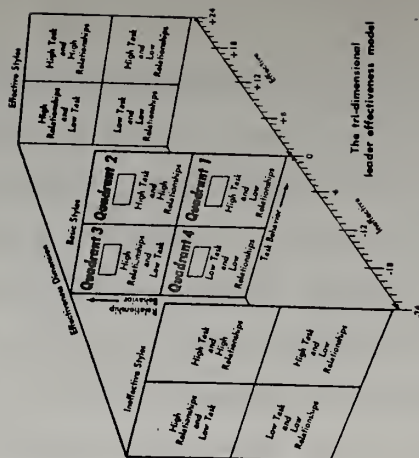
- Sub-column (1) - alternative action choices describe (Quadrant 1), High Task/Low Relationships Behavior.
- Sub-column (2) - alternative action choices describe (Quadrant 2), High Task/High Relationships Behavior.
- Sub-column (3) - alternative action choices describe (Quadrant 3), High Relationships/Low Task Behavior.
- Sub-column (4) - alternative action choices describe (Quadrant 4), Low Task/Low Relationships Behavior.

Enter the totals associated with each of the four basic leadership styles in the boxes provided on the leadership model to the right.

Processing Data from Column II (Style Adaptability)

Multiply the totals entered in sub-columns (a), (b), (c), and (d) to the left by the positive and negative factors in the same sub-columns. Enter the product in the space provided directly below. (Be sure to include pluses and minuses.) Then Add all four figures and record the sum in the box designated TOTAL.

Then place an arrow (→) at the corresponding number along the Ineffective or effective dimension of the leadership model to the right.



For a detailed discussion of this model see Paul Hersey and Kenneth H. Blanchard, 2nd Edition **MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES**, Prentice Hall, Inc. 1972.

useful to build competitiveness because the LASI can be scored. It is recommended that you try it both ways in a setting other than as part of your seminar. This team LASI scoring can be used throughout the seminar as a time filler. It usually involves much process and verbalization of the participants' leadership biases.

6. The LASI can be used to emphasize the two areas of leadership activity: 1st, is a diagnosis of the situation which is in essence the purpose of this seminar and 2nd, are the action steps. Both phases require skills. One may diagnose overall group behavior as "passive" when in reality the persons involved have very actively chosen to remain quiet in order to achieve some specific or general goal. This is one main reason that newly formed groups are "immature." If we have just met, how does one know whether you are just sitting or are sitting and thinking? It sounds simple but it isn't. To question a person's perception is a very personal thing. One's perceptions are what one bases reality on. When one questions your perception they question your reality! That is threatening! This is one explanation of why nearly all of us are so "defensive" about simple perception matters or the way we "see things."

Even if our perception of the followers and situation is correct and the correct level of maturity is determined for the followers, one may still take the wrong action, or it may be interpreted incorrectly by the followers.

7. A number of the participants may comment later that they know what answer is necessary by the situation, but in all honesty in their real world, they know they could not take the action called for by the

Life Cycle Theory of Leadership. Back to the golf game, if there is big money riding on the stroke, the old, even if "wrong" way may well be used to hold the club.

8. Do not grade the LASI for individuals at this time. Have them placed in their files for use later in the seminar.

LEX - Introduction

Objectives:

1. To provide seminar information to participants.
2. To introduce/model Quadrant 1 behavior by leader.
3. To establish a Quadrant 1 structure.
4. To establish set of do's and don'ts for the learning experiences.
5. To relieve some anxiety of participants.

Process:

1. Verbal introduction of self and learning experience (seminar).
2. Distribute syllabus, schedules, and other paper work.
3. Detail the adult, who, what, where, when, why, and how of the seminar.
4. Deal with participants' problems (from Quadrant 1).

Materials:

1. Paper work.

Comments:

1. The introduction presenter must model Quadrant 1 (Q1) leader behavior with structure as the key note. Structure should be first; err on the side of over structure (later in seminar the group can comment upon their reaction to the structuring). The content of the seminar and hence the introduction is decided by you based upon your situation.

2. Leader's positional power should be stressed. Credentials appropriate to the seminar should be used. For example, one would

stress academic credentials, teaching experiences, graduate training, post-doctoral, faculty and administrative positions at universities, number of degrees, etc. for educators and teacher seminars. For educational administrators one would include real world decision making pressure positions. Business-oriented participants receive much the same, except past experience is presented as administration of multi-million dollar enterprises with large numbers of personnel. This is not manipulation; all of what the introduction says must be true. It can and should be commented upon by both staff and participants later in the seminar. The theory applies to most groups. A recent example was a graduate seminar introduction conducted by a "Guru" of the psychological educational field. The appropriate clothing was turtleneck and jeans, the position was relaxed standing over seated group "so he could see everybody." Casual reference was made to his latest book, return from worldwide speaking tour just completed, lessons learned from years of acknowledged pioneer work. The adult, who, what, why, where, when, and how was presented in calm, humorous tone, but there was no doubt that what was said in class was to be confidential. One had to be present for all class sessions. It was not an encounter experience, etc., etc. It was classic Quadrant 1 behavior, completely appropriate for the participants. A review of Quadrant 1 specific behaviors may be helpful for the seminar leader (you).

3. Topics should include appropriate rewards and punishments; such as: grades, certificates, letters of completion, class standing, etc.

4. The more formal the group, the more paper work, such as schedules, where the readings may be obtained, procedures and rules, etc. are required.

5. Some indications of individual maturity may be obtained at this time, mainly whether participants' questions/statements are externally or internally directed or focused.

6. Although this introduction seems a lengthy process, one must realize that as the group matures, the group will internally decide what are the important facts or resources about you, the leader.

LEX - "F" Exercise

Objectives:

1. To introduce the concept of psychological effect (Scatoma).
2. To introduce the idea of Awareness.
3. To provide example of Quadrant 1 behavior and set a climate of non-judgmental Interest.
4. To illustrate some methods of decision making (optional).

Process:

Complete "F" Sheet as follows:

1. Hand out face down
 - a. Ask participants to write how they feel at that time.
(State that what they write will not be shared.)
2. Have participants turn paper over and count the F's and return the sheet face down.
3. On back of paper again have participants write about feelings and thoughts. Simply say, "Now what are your feelings?"
4. Tally number of F's on blackboard or keep a chart as follows by asking who totals

#	F's
1	
2	
3	
4	
5	
6	
7	
8	

No F's? Who totals 1 F? Who totals 2 F's?, etc. There will be a wide variety of the number of F's perceived. The

TEST YOUR LEADERSHIP AWARENESS AND FEELINGS

1. First read the sentence enclosed in the box below:

FINISHED LEADERSHIP FILES ARE
THE RESULT OF YEARS OF SCIENTIFIC
STUDY COMBINED WITH LEADERSHIP
EXPERIENCES OF MANY YEARS

2. Now count the F's in the sentence. Count them only once!
Do not go back and count them again.
3. Follow the directions of the leader.

legalist can insist that there are no "F's" in the sentence; i.e., No F apostrophes. Acknowledge that is correct but the task is to count the number of times the letter F appears in the sentence in the box. Ninety percent of the time the majority--50% to 80% will count 3 F's (some 4, some 5 and some 6). When you write the tally down for the first time do not indicate that you are going to count a number of times. Also go to 8 so you have zero on either side.

5. Ask again for feelings or thoughts about what is happening at that time.
6. Repeat process of counting, writing feelings and thoughts, until you sense it's time to conclude the exercise (usually 2 to 3 columns of totals).

Materials:

1. Leadership "F" exercise and blackboard or flipchart for tally.

Comments:

1. This simple exercise can be used with great effect for large group of 15 to 50. The effect is startling. The wide disparity in answers guarantees participation.
2. The exercise is to be used humorously. It usually relieves anxiety and tension, and breaks the ice. Again, remember you are questioning perceptions.
3. This can be used as a time valve. In the structured situation, time is controlled directly by the leader with Q1 behavior.
4. Provides excellent clues as to affective level of participants. When asked for feelings, who picks up pencils? How many write?

How much do they think about their feelings? In very formal, immature group, no one may acknowledge having feelings. In that case, ask them to write what they are thinking.

5. The theories of Decision Making can be discussed (consensus, majority voting, etc.). The more formal group can be shown that some methods are usually better than others. In this case, at the first count the majority are wrong.

6. Participants usually will not follow instructions; they will talk to each other spontaneously. Keep trying to have an individual effort. It is an exercise where one can video tape the participants (not the leader) and use for general unfocused feedback; i.e., just to get participants used to being taped.

7. The reason the "F's" are not seen is "scatoma." The same effect is apparent in speed reading, and simply means one is trained to see certain things and not to see others. The F in "of" is a "v."

8. The tie-in between scatoma and this seminar is that we are asking that our follower behavior be more systematically observed.

9. Use this exercise with a few other groups to gain experience. It is a good warm up for any group (for those that think they are aware as well as the more formal groups).

10. The Achievement need is often strongly seen here. Participants will not follow the instructions in their determination to get the right answer. The lack of Awareness of the group is manifest as those with the right answer (6 F's) laugh and joke as others with a different number intently try to count the right number. Frequently the danger of using Position (i.e., who is senior, the boss, highest

administrator, or some measure of hierarchy) as the decision maker can be dramatically shown if the senior person has three F's and if you use his initial perception.

11. From this writer's experience in conducting this exercise with hundreds of participants, the people who usually get the right number on the first time are: a. English majors; b. those who specifically follow instructions and count F's and do not try to read the sentence; c. very, very senior persons in their organization (possibly as a result of being careful about whatever determinations they make).

LEX - Structure Task

Objectives:

1. For participants to experience the difficulty in using all available human resources to maximum extent possible.
2. For participants to experience and begin to understand the impact of leader and follower behavior on results attained.
3. To provide a short exercise for cosmetic use of the television (optional).
4. To provide record of pre-seminar leader and follower behavior.
5. To provide common experience for future discussion.
6. To provide leader and follower data for future use.

Process:

1. Divide into teams of 4 to 6 members.
2. Construct structure in accordance with following:
 - a. Appoint leader (small groups of 4-6 members)
 - b. Ten minutes plan what to do.
30 seconds whatever time.
30 seconds build time.
 - c. Structure measured for height.
 - d. Standard instruction to all groups.
3. Can be used with other activities (scoring LASI, during pre-test, etc.).
4. Televis the entire process for each team, planning, whatever, building and a few minutes of their behavior after the tower is built.

Action Sheet - Structure Task

You have been appointed team leader for the next task. The task is to build a structure with the materials provided. The structure will be evaluated on the basis of its free standing height. Your situational limits are as follows:

1. You will have 10 minutes for planning (you or team members may not touch the materials during this time period).
2. You will have 30 seconds "get set" time.
3. On "go," you will have 30 seconds building time.
4. All building must stop on the signal "stop." The structure then will be measured - free standing.

Materials:

1. Building toys; such as tinker toys, blocks.
2. Television taping system is assumed to be available for all exercises. But the experience can be conducted without television; some system of observation should be used.
3. Task sheet provided.

Comments:

1. This is an excellent cosmetic use of television. Use it to show how participants look and act on television. Figure on 30 minutes for each small team to tape and review tape of tower construction.

2. In a short duration seminar situation there is a "danger" that the simpleness of the task (necessary because of time and staff limitations) creates a set of "silly games." The more formal the group, the more you would tend to wait until you have made some determination of group initial maturity before using the experience.

3. Any specific short task may be used (if learning experience is a workshop or seminar type) to record initial leadership/follower-ship behavior before the group has any theory as a pre-test. This exercise is taped for "record" and retained.

4. This exercise can be repeated as some element, leader, followers or situation is changed.

5. As you review the video tape, or whatever means of observation reporting you use, you will note how quickly the participants get into context of the problems (i.e., "we should have done this or that") rather than the process of observing follower behaviors.

6. In this simple exercise you may get some indication of all

the dimensions of maturity. Usually there is total group involvement in building the highest tower (Achievement). The leader or the followers will make allocation of Responsibility for tasks. Frequently members will apologize for insisting on a design that brought failure to the group. "It's my fault!" "You were right." Because of intense involvement the group may not be aware of what happened and will (if highly mature) want to see the tapes several times to see where they went wrong, etc. A very rare occasion occurs when members watch themselves and each other to see what happened (the process) rather than the content of building a tower or whatever the assigned task.

LEX - Action Task #2

Objectives:

1. For participants to gain experience in individual and team problem solving.
2. To provide problem solving activity.

Process:

1. Divide into teams of 4 to 6 members.
2. Answer questions on Task #2 assigned answer sheet. As individuals (5 min.).
3. Appoint leader and obtain one answer from team (4-6 minimum) 40 min. to one hour.

Materials:

1. Task sheet attached (one should try to develop a file of task sheets and problems that can be used in seminars or workshops).
2. Answer sheet attached.

Comments:

1. This type of task typifies what this aspect of a leadership seminar is all about. The answers are really immaterial in this case and the experiences that follow. The process of how the team goes about obtaining the final answers is the desired data. What the followers do during a task is the basis for maturity determination. (Note that the whole seminar can be considered a task.)

2. Typically, the immature group immediately looks at the questions in sequence with no budget of time, no goal setting, no evaluation process. A group has yet to do anything other than what they were told; that is, to try to complete exercise.

Action Task #2

1. (a) A bus leaves Moscow for Tula at noon. An hour later a cyclist leaves Tula for Moscow, moving, of course, slower than the bus. When bus and bicycle meet, which of the two will be farther from Moscow? _____

- (b) Which is worth more: a pound of \$10 gold pieces or half a pound of \$20 gold pieces? _____

- (c) At six o'clock the wall clock struck six times. Checking with my watch, I notice that the time between the first and last strokes was 30 seconds. How long will the clock take to strike twelve at midnight? _____

- (d) Three swallows fly outward from a point. When will they all be on the same plane in space? _____

- (e) Now check the answers. Did you fall into any of the traps that lurk in these problems? _____

2. Scoring. Five points each correct answer. (Score doubled if all are correct and a team certifies unanimous agreement. No score if all are not correct and team certifies agreement.)

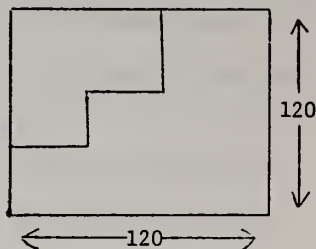
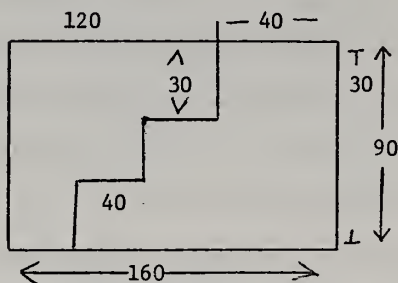
Action Task Answers #2, 3, and 4

#2: (a) neither; (b) a pound of metal always worth more than 1/2 lb.;
 (c) 66 seconds (11.6 second intervals); (d) always (a plane contains any three point); (e) yes or no depending upon other answers.

#3: 1. $\frac{3}{4}$ of a Kitten is one-quarter of Principal's kittens -
 $4 \frac{3}{4} = 3$.

2. Average for all ten men $15 + 1 = 16$
 Chief turns out $16 + 9 = 25$
 Brigade $(15.9) + 25 = 160$ sets

#4: Make a stair step cut.



(The exercises are adapted from "Mind Benders from Moscow," Horizon,
 Vol. IX, No. 1, 1972.)

3. The "scoring" allows a sense of competition (if one desires it to be used). Scoring can be usually used to prove: that some methods of group process, and that some behaviors, are better than others for results.

4. The seminar leader (you) can alter dimensions of the situation, team size, time (changing), etc. to produce additional behavior.

5. This type of problem is done because it can be graded; i.e., there are answers. This follows the theory in that structure is provided for immature groups.

6. Unless the group has an understanding of exercise or simulation theory, there is a danger that the seminar becomes a "silly game" (particularly with those who have some opposition to being there). The use of simulations and exercises, the theory of experiential learning, and learning theory can be mentioned, if necessary.

7. This early in the seminar the basic Hersey-Blanchard basis of Achievement, Responsibility and Experience will probably be the dimensions of maturity most obvious to observe. However, certain individuals in the group will probably display various of the Argyris dimensions. The Position of the appointed leader is usually obvious as is an overall Dependence of the followers upon the seminar structure.

8. Teams once assigned can remain intact for the whole seminar, or for any segment you desire. Obviously, the longer the team is together the higher the probability that they will increase their level of maturity.

LEX - Maturity Scale

Objectives:

1. To introduce/use the Moore Maturity Scale.
2. For participants to gain skill in the use of the maturity scale to determine group maturity.
3. For participants to gain skill in the observation of group behavior.
4. To provide participants with an introduction to the systematic analysis of follower behavior.

Process:

1. Divide seminar into teams. Appoint a leader with the words, "You are the leader."
2. Complete a maturity scale: a) as individual (10 minutes)
b) as a team (20 minutes)

Materials:

1. Moore Maturity Scale (attached).
2. Introduction to Evaluations (sheet attached).

Comments:

1. The Moore Maturity Scale is a presentation of the dimensions of maturity that have been set forth by Hersey and Blanchard and Chris Argyris. There is no reliability or validity established for this instrument. You are not trying to accurately measure and record group maturity. The participants are trying to determine their own maturity during a specific task using the Argyris and Hersey-Blanchard continuums as set forth by Moore.

2. This is the core of the seminar learning experience. The time spent in consensus, group decision making or whatever develops, is a here and now, real world experience for the participants. Typically the group does not recognize this fact due to its immaturity.

3. This first maturity determination is usually ritualistic, externally oriented, with conflict avoidance, minimum commitment, and passive acceptance of the instrument. The scores are high--usually high, average or above, "I thought we worked real well for strangers" (or whatever). Attempts by certain participants to look behind the instrument for personal meaning, etc. are usually rebuffed.

4. The various types of decision making can be simply explained if you desire. One can refer to the F game and how majorities can sometimes be wrong. Usually several Decision Making schemes are put forth to "plop" and a linking between the leader and a number of persons will start a posting; averaging mathematical solution. Discussion, if occurring, will come after the "answers" have been decided. The very formal (immature) group will physically leave the area, or mentally leave the topic, rather than review the process.

5. The maturity level of the group will be evidenced in a variety of ways. Frequently the basic instrument is attacked as "not clear," "not reliable"--or some other external factors. Seldom will an immature group even try to establish their own meanings. They mark the team answer as they as individuals answered the maturity scale. Often there is dramatic voiced agreement that if they talked about it, it might change the way they answered. Very rarely is any goal setting or on-going evaluation discussed (a set of numbers is a

rather immature goal).

6. As with all exercises, television taping, audio taping or appointed observers can add other aspects of behavior observation. Using a television porta-pak and allowing 20 minutes for completion of the team scoring provides a complete tape of behavior of the first "here and now" task. This tape is the first tape or exercise that is based upon a present task (as opposed to problem solving or structure task). This task shows the followers' behavior in this specific real task.

7. Evaluation Sheet #1 can be used with groups where you are trying to emphasize a formal approach to diagnosis. For very immature groups the structure provided by the paper is very helpful to them. Again allow 20 minutes for discussion and completion.

8. The dimension of maturity suggested by Hersey and Blanchard, and Argyris are adapted as: Achievement, Responsibility, Experience, Activity, Dependence, Variety, Interest, Perspective, Position, and Awareness. The definitions and theoretical development of these dimensions are presented in Chapters III and IV of the basic publication: Towards the Determination of Follower Maturity: An Operationalization of the Life Cycle Theory of Leadership. In this seminar the operational definitions are developed by the participants as they progress through the learning experiences. One distinct advantage of this system is that the concept or definition of "What is an average level of maturity for a group of followers like ours?" is the understanding and internalization of any definition developed.

Evaluation #1

Objectives:

1. Seminar participants will be able to increase awareness of group process and leadership styles.
2. To use Life Cycle Leadership Theory in field situations.
3. To learn from our concrete experiences.
4. To use Maturity-Immaturity Theory.
5. To use concept of leadership evaluation.

In the preceding exercises as in much of your everyday work, the requirements for task accomplishment were laid down, and you were given certain resources to accomplish the task. At the conclusion your results were evaluated. Again, as in your everyday work, the process by which you got results was not specified. It was up to you and your teammates. Since the basic task and resources (number of people on team, preparation, time allotted, etc.) were similar but the results were not alike, the chances are that there was something in the team process which affected the outcome.

In our everyday work we claim we evaluate the results obtained. We often evaluate the resources we have to do the job. However, we are not as effective in evaluating the process by which we accomplish tasks. For example, evaluation of a curriculum usually contains much elaborate discussion of test scores, minor changes, and a lot of talk about whether or how well people (resources) were trained. But such evaluations rarely contain detailed discussion of the nature of decisions, directions, and communications during curriculum development. If we were to look at those factors which affect commitment (and thus the quality of work performed), if we began to examine the nature of our leadership, decision-making values, evaluation and planning, we could learn much more from our experience. We could plan more wisely and specifically to do better next time.

We usually are very quick to make generalizations after an experience and quickly tuck them away as guidelines for the future. We often by-pass the Reflective Observation mode of learning. When we do stop to reflect, we most often do not compare our thoughts with the thoughts of others before arriving at a conclusion. Finally, if we do take time to reflect and compare our thoughts with thoughts of others, we seldom do it systematically. Thus, we often let many possible learning points slip from us.

1. Individual Work:

Using the evaluation form provided, proceed in accordance with the directions.

2. Team Activity:

- a. Using your individual evaluation forms as a reference, come to a team-wide agreement on the rankings for each element. You will have a stated time limit by the seminar leader.
- b. When you have reached agreement on the rankings for all elements, discuss the following type questions and statements:
 1. Was there use of a leadership style by the appointed leader?
 2. What type of decision making was used?
 3. Was there use of compromise?
 4. What was situation influence upon task?
 5. Was there any self-awareness?
 6. What was the team handling of a holdout or strongly held minority viewpoint?
 7. How were goals set?
 8. What was the maturity level of the group?
 9. What did you use to judge maturity level?

Summary:

We are constantly in situations calling for evaluation. We pay little attention to the process which determined the achievement of those results. Generalizations and plans are made without a systematic review of all factors influencing the outcome, and the result is that we may not learn from our experience.

This exercise gives you a chance to maximize your use of all learning experiences, using the observations of others, as well as your own, in systematic evaluation. The development of a work atmosphere where systematic evaluation of team efforts can take place (without defensive reactions by group members) is essential to learning about and improving the quality of your output. Leadership styles and power uses are demonstrated in even the simplest exercises. There are some references as to the values behind a person's behavior. Evaluation may be a separate or continuous theme throughout this (and other) activities.

(Adapted from U.S. Navy Human Resource Management Pilot Program Seminar.)

LEX - Review of Task #2

Objectives:

1. To provide opportunity for participants to view self behaviors in problem solving task.
2. To provide data for maturity determination (the primary purpose of this seminar).
3. To model task/behavior analysis plan.

Process:

1. Using the television tapes, review each team's own behavior during Problem Solving Action Item #2.
2. Suggest they focus upon maturity behavior (they will still have maturity scales in hand).
3. Do not suggest they use maturity scales.
4. Depending upon facilities, you may have to schedule a number of other activities in order that each team can see itself alone.

Materials:

1. At least 20 minutes of television feedback on Action Item #2.

Comments:

1. Once again the immature to average maturity group will get involved in content; i.e., problem solving of the action item as opposed to viewing their own behavior.

2. There will be facilities for stopping--replay, etc. of tape. Immature and average groups will not use these.

3. Occasionally near the end of review of tapes, you might ask

specific questions from the maturity scale; i.e., passive--active, independent-dependent, as it relates to what's happening on screen. Notice that for the immature groups as long as you provide focus, they will follow. When you stop, they stop, and go back to watching content. This is acceptable because what you are trying to do is to give the participants some skills in observing their behavior. However, their needs are centered about solving the problem or other content.

4. Average maturity groups may of their own accord start the obvious comparison between the high marks on the maturity scale in their hand, and the low maturity behavior being manifested on the television screen.

5. One or two persons in the seminar may have high individual maturity and attempt to point out the discrepancy between the behavior of the team and the scores of the team. Very rarely, a member of a team will have assigned average or low marks on the scale. He will be rebuffed in the team maturity scoring, and will be rebuffed again if he attempts to use this period to prove his previous point.

6. As you observe groups during the actual task or in reviewing tapes you should either mentally (or use a check-off sheet) look and listen for specific verbal and non-verbal behaviors that are indicative of follower maturity level. Since the basis of Achievement, Responsibility and Experience are usually easy to identify (some of the more mature members of the groups are now using some sort of a system, probably the maturity scale, to determine maturity level) you could emphasize the other dimensions. There seems to be some pretty universal

non-verbal low to average behaviors; i.e., incongruence between speech and non-verbals, inertia (passively staying put), physically withdrawing, arms folded, little use of the hands is a basic, "I'm not in this." Standing and raising voice level to achieve Position, or conversely, meekly and quietly obeying others' orders, inattention, and negative responses (without considering the ideas) are all indicative of low levels of maturity.

Leader Comments on First Day of Seminar

Having completed a team maturity rating, each team now has a real exercise (Own Team Maturity Scale Rating) available to view on television to see their behavior. They have had the procedure modeled; i.e., Action Task #2, and the review of Action Task #2 which they just completed. These highly mature, independent (by their marking) groups will not ask to see the tapes! (At least they never have asked me.) A few individuals will voice dissatisfaction with your failure to deal directly with their needs or problems as indicated on pre-seminar sheets. Usually these comments will not be directed at you (but they will be said for your benefit). The first day ends with the participants vaguely uneasy (particularly if you graded LASI by teams) because some scores in some exercises were higher than others. The same thing happened in a tower building and in a problem solving task. Some teams are doing better on task than others. The video or other feedback has produced a lot of information that no one has dealt with, and no one has told them how to deal with it. The day has moved right along and in general has been a lot of fun, but still. . . In Lewin's terms, there has been some "unfreezing."

The technique of specifically not giving instructions can be used to obtain behavioral clues as to the maturity level of the group. What a mature, active, independent group of followers in a seminar might do is interesting. (This question may be posed to an immature, passive, dependent group who will be marking themselves mature as they sit and wait for external guidance.) Average to high maturity groups will

physically move. They will attend to here and now unfinished business from past exercises. They may well start setting their own goals as to what they want to accomplish in experiences such as these. Unless you specifically have stated a prohibition against it, there is nothing to prevent open collaboration with other teams, or helping others when they have completed the task themselves. This issue of the leader not giving sufficient instructions will probably arise because no matter how well you seem to plan and have the seminar set up, something usually happens to upset it.

The degree to which the total number of the followers get verbally and non-verbally involved is another continuing clue to maturity. To whom are the comments directed, to the leader or to the group? Is there ownership for comments? "I think." "I feel" (the more affect words by total group the higher the general maturity). Note that what appears to be an open, candid, honest person can be very disfunctional in an immature group, particularly when it is immature because it has just formed (as opposed to immaturity caused by lack of knowledge or Experience). If this person is truly mature as an individual, then he is capable of behaving in a number and variety of ways (by definition). The open candidness that is disfunctional now will probably help the team later as the rest of the group achieves some personal as well as team maturity. High relationship behavior can frequently be as disfunctional to a group as the disfunctionality of high task behavior that we are more familiar with, or at least we are more used to condemning as inappropriate. Those in the helping professions--counselors, teachers, some psychologists, and the like are particularly apt to be

more interested in relationships than in task completion. The trap is that in attempting to emphasize relationships (when it is inappropriate in terms of the Life Cycle Leadership Theory) these people sometimes fail to accomplish the very task they are about; i.e., helping people, their clients. This really is the value of Life Cycle Leadership Theory. The leader's behavior is appropriate to the followers' maturity in a given situation and with a given task. Leader behavior is based upon observed level of maturity of followers as a group. A simple example can quickly show this. Having the large group do an exercise together can demonstrate relationships between size of group and maturity behaviors.

As with other talents or skills, some people seem to be able to analyze situations and people and take action with great efficiency and effectiveness. For someone who has been even moderately successful using whatever method they use, use of the Life Cycle Leadership Theory means a change. Change literature says people only change when they want to or when they see an advantage in changing. Outward appearances and conformity to a specific situation may not mean change. As with other skills, determination of group maturity can be learned. (You will experience this within yourself during and after conducting the workshop.)

You will notice that you more frequently start diagnosing the leadership interpersonal relationships you are in. You will be making determinations as to the maturity of the followers and the appropriateness of others' leader behavior. You may also become more tolerant of others' high task behavior as you see them constantly operating with

immature followers. You may find yourself trying to sort out the functional task behavior from the disfunctional task behavior. In situations where the leader is attempting relationship behavior where task behavior is needed, or vice versa, you may step forward and provide the appropriate behavior.

Some general definitions might apply here to end the comments on the first day of the seminar.

The leader: is the appointed leader--you for the seminar--participants as you designate them for specific exercises.

Followers
or Group: Those who aren't the appointed leader.

Situation: is best thought of as the environment over which the group and the leader have limited or no control. For example, leader controls time, group size, topic, etc. for participants. Leader has some control over the content but you cannot control University requirements, or the impact of the energy crisis, etc. A series of concentric circles of control may be a simple way to think of situation.

The question may well be in your mind as to what quadrant the author is in in relationship to you. This handbook could be much more structured with detailed information as to use of the television, periods of time for each exercise, type of objective for each exercise, etc. With no direct feedback, following the rule of thumb, the author

is using Quadrant 2 style, which is the appropriate leader behavior. You must be interested in the accomplishment of the seminar (Achievement). You must take Responsibility and you must have the Experience to do so. An attempt has been made to maintain control of the task by the design of the entire seminar, and simultaneously support you in the fact that you are in a win/win situation. Quadrant 2 will cover the vast majority of cases and with highly mature followers you will have the Variety, Perspective and Awareness to adapt.

INTRODUCTION TO THE DETERMINATION OF FOLLOWER MATURITY

2nd Day Seminar Schedule

1. Administrative Items
2. Leadership Style Questionnaire
3. Leadership Lecture
4. Break Task
5. A. Team Introduction Task
B. Baseline Task
6. A. Team Introduction Task
B. Baseline Presentation
7. Action Tasks--Whose Problem
8. Structure Task #2, Symbols-Task, Time-Task
9. Summary Task
10. Summary Presentation
11. Maturity Determination (Individual)
12. Maturity Determination (Team)
13. Reading Assignment

LEX - Administrative Items--Beginning of Second Day

Objectives:

1. To provide for administration of seminar.
2. To obtain any information from participants that might apply to seminar.
3. To give information to participants necessary to conduct seminar as it develops.

Process:

1. Publish proposed schedules, plans, etc.
2. Administer items as necessary.
3. You should be using Quadrant 1 or 2 leader behavior.

Materials:

As necessary.

Comments:

1. In conducting experiential learning, time must be allowed for participants to get back up to speed after having been away from the seminar setting over night. This is probably the best argument for extended laboratory seminars or marathon workshops (however, in those cases fatigue or overstimulation may cause problems). The more mature the group, the more frequently the followers will assume this administrative responsibility. Usually in immature groups, the efforts of the member who is mature enough to attempt to do so is rebuffed and is criticized or teased.

2. Administrative items such as time schedules, equipment and room conflicts, etc. are recurring. The daily bringing together and

starting some 24 individuals requires some doing. The exact content of your administrative problems cannot be predicted. As you reassemble the entire seminar there will be questions about the seminar (questions that the participants may have been too passive or dependent to ask the first day). Questions ranging from content, to "is it all right to park in the west lot today?" There are frequently those who have been thinking about what happened yesterday and have questions of others in the group or you. You will have to determine the maturity level of the followers and take appropriate action.

3. The evening reading assignment should be published in the administrative section starting that day.

4. You will have spent several hours reviewing the tapes of previous day's proceedings. You will have made some preliminary judgments about level of maturity and how to proceed; i.e., old teams or new teams, smaller groups, larger groups. Often the situation has intervened and some things may be beyond your control. Don't become locked in on a preconceived plan. Base your leader behavior on your perception of follower maturity and on the best way to achieve the seminar's objectives. You now also know some of the needs of the participants. Conscientiously make decisions (you might record major ones in a journal or notebook) and take leadership action based upon observed and diagnosed maturity level.

LEX - Leadership Styles

Objectives:

1. For the participants to gain knowledge about their leadership style.
2. To gather leadership style information about the participants.
3. To give participants knowledge about leadership.

Process:

1. Administer Leader Style Questionnaire.
2. Lecture - Leadership and Life Cycle Leadership Theory.

Materials:

1. Leadership Style Questionnaire.

Comments:

1. The Leader Questionnaire is used to obtain the present self-leadership style of the participants as they perceive it. The exercise will give an indication of what the predominant type of leadership style of the present participants is. The instrument is based upon task and relationship behaviors. It has not been proven valid or reliable.

2. As a personal inventory, participants are very interested in the answers as it gives them some knowledge about their personal leadership. It also directly leads into the situational style (Life Cycle Leadership Theory) as being most appropriate. Frequently the situational leadership requirement is voiced by a participant.

3. You will need a ten- to thirty-minute lecture on leadership

Leadership Behavior Questionnaire - Self-Perception

The following items describe aspects of leadership behavior. READ each item carefully. THINK about how frequently you engage in the behavior described by the items when you are functioning as or appointed leader of a group. DECIDE whether you would be likely to behave in the described way Very Often (VO), Frequently (F), Often As Not (OAN), Not Often (NO), or Rarely (R). CHECK the appropriate column to show the answer you have selected.

	VO	F	OAN	NO	R
1. I make my attitudes clear to the group.					
3. I try out my new ideas with the group.					
5. I rule with an iron hand.					
7. I speak in a manner not to be questioned.					
9. I criticize poor work.					
11. I assign followers to particular tasks.					
13. I schedule the work to be done.					
15. I maintain definite standards of performance.					
17. I emphasize the meeting of deadlines.					
19. I encourage the use of uniform procedures.					
21. I am sure that my part in the organization is understood.					
23. I ask that followers follow standard rules and regulations.					
25. I let followers know what is expected of them.					
27. I see to it that followers are working up to capacity.					
29. I see to it that the work of followers is coordinated.					
TOTAL					

(Adapted from the Ohio State staff Leader Behavior Description Questionnaire.)

Leadership Behavior Questionnaire - Self-Perception

The following items describe aspects of leadership behavior. READ each item carefully. THINK about how frequently you engage in the behavior described by the items when you are functioning as or appointed leader of a group. DECIDE whether you would be likely to behave in the described way Very Often (VO), Frequently (F), Often As Not (OAN), Not Often (NO), or Rarely (R). CHECK the appropriate column to show the answer you have selected.

	VO	F	OAN	NO	R
2. I do personal favors for followers.					
4. I do little things to make it pleasant to be a member of the group.					
6. I am easy to understand.					
8. I find time to listen to followers.					
10. I mix with followers rather than keeping to myself.					
12. I look out for the personal welfare of individuals in my group.					
14. I explain my activities to followers.					
16. I consult followers before action.					
18. I back up followers in their actions.					
20. I treat all followers as equals.					
22. I am willing to make changes.					
24. I am friendly and approachable.					
26. I make followers feel at ease when talking with them.					
28. I put suggestions made by my followers into action.					
30. I get follower approval in important matters before acting.					
TOTAL					

Leadership Behavior Questionnaire - Self-Perception Scoring

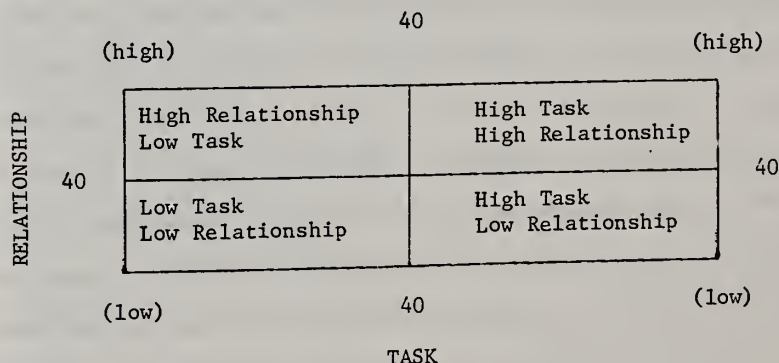
Directions for scoring:

1. Total the checks in each column of the pages one and two and enter in square at the bottom of the page. The columns of the first page represent task values. The second page columns represent relationship values. Record the column totals in the task and relationship boxes below. Multiply each of these totals by the weighing factors indicated. Add these for a grand total representing task behavior and relationship behavior.

TASK	
Very Often	_X4=
Frequently	_X3=
Often As Not	_X2=
Not Often	_X1=
Rarely	_X0=
Task Total	

RELATIONSHIP	
Very Often	_X4=
Frequently	_X3=
Often As Not	_X2=
Not Often	_X1=
Rarely	_X0=
Relationship Total	

2. In order to locate oneself in one of the four quadrants of the leadership model below, examine your score for Task. If this score is 40 or above, you would be considered high on that dimension; if it is below 40, you would be considered low on that dimension. For Relationship, if this score is 40 or above, you would be considered high on that dimension; if it is below 40 you would be considered low on that dimension. In which quadrant does your score place you? Using a quadrant model, indicate the individual locations for the team as a whole.



and Life Cycle Leadership Theory. As one interested in this type of seminar, you probably already have basis for such a presentation. The emphasis is, of course, the situational approach of leader behavior based upon maturity of followers. There also is an assignment for the third day that is another cognitive input regarding leadership and Life Cycle Leadership Theory. Chapters 4 and 7 from Hersey and Blanchard's Management of Organizational Behavior are applicable as is the reprint of their article, "Life Cycle Theory of Leadership," from May, 1969, Training and Development Journal.

4. A discussion of the individual reactions to the Leader Style Questionnaire can be included by posting the seminar's cumulative answers in the appropriate quadrant during your lecture. As with other exercises you can conduct this one independently if you like before using it in a seminar setting. It is a particularly appropriate session in a basic administration, teaching, counseling, or leadership course.

5. Note that the questionnaire is written so that it may be used as a team exercise if you so desire. The immature group will not notice this and will wait for instructions. The average maturity group will start to tally up and see who is in what quadrant. The mature group will go one step farther and commence to discuss the applicability or correctness of the placement with comments such as, "Yep, that's me (you) all right." The immature and average maturity groups will ask what is best, what is the right answer or the right place to be. The mature group will realize there is no right or wrong involved.

LEX - Break-Task

Objectives:

1. To provide data for follower maturity determination.
2. To allow participant involvement in structuring of seminar.

Process:

1. The followers are given the task of deciding what to do with the next seminar break.
2. A period of time is given for follower planning.
3. The break is conducted in accordance with follower plan.

Materials:

None.

Comments:

1. This is a real here and now exercise, simple and fun.
2. The decision making leadership you use about which group of the followers plan to use is modeled on Life Cycle Leadership Theory; i.e., you start off in Quadrant 1 and move as and if followers mature.
3. Working on the scheduling of the seminar is one method of moving from externals to internals, changing from out there and then, to here and now.
4. Lunch, dinners, evening parties, etc. can originate in the participants' plans.
5. A very effective way to show the effect of total group size or maturity is to open the decision making as to what to do about the break--to include the entire group--participants, staff and any others. You use a Quadrant 4 style. Again you are in a win/win situation. If,

in the very unlikely event that the maturity level of the group is such that Quadrant 4 leader behavior is appropriate, the task accomplishment will reflect that. More than likely the break time will be more than consumed with talking and activity about what to do during the break.

6. Many followers/groups will use the breaks to take care of follower relationships. They will specifically structure the time "to be used in getting to know each other." Teachers, counselors and the like, will use interpersonal exercises from their experience. The more formal groups will use the more formal "Do you know?" and "Ain't it awful?" variety of rituals and pastimes.

7. The exercise can be repeated a number of times for whatever number of breaks you (and followers as they mature) feel necessary. The totality of leadership is involved: leader, followers, situation and task. The dimensions of follower behavior will be manifested in varying degrees. These planning sessions should be taped as the behavior in this mini-situation may be more indicative of maturity level than an experience as such. Remember that the purpose of the seminar is to generate data. If television is not available, one may process the activity as desired, or special observers may be appointed to provide specific feedback for any or all parts of the seminar. Fish-bowling, one group in action being observed by another group, is also effective.

LEX - Baseline-Task

Objectives:

1. To provide knowledge as to baseline concept in evaluation of efforts.
2. For participants to develop a minimal skill in establishing a baseline for a leadership program.

Process:

1. Complete Baseline Exercise.

Materials:

1. Baseline Exercise (attached).

Comments:

1. This exercise must come early to be used for baseline purposes. Actual use of a developed system is very rare because of immaturity of followers, they will not take Responsibility to execute plan they devise. They also have the problem of lack of education and Experience.

2. The need for evaluation can be stressed. The need for initial structured materials or systems of evaluation (at first) with subsequent changing to specific developing criteria is in keeping with Life Cycle Theory of Leadership.

3. This is another gentle approach to the Awareness of leadership focus. People are not, in general, aware of where they are, and what is happening in the interpersonal leadership situation.

4. This exercise is used at this time with a family group. It has direct application to establishing a baseline when they leave this

Baseline Task

One of the frequent problems associated with the implementation of a leadership program is to establish a baseline; i.e., where are we when we start.

Your team is to develop a method(s) of establishing a baseline.

training situation. (If it is a family group and they don't know each other, use the team introduction task option.)

5. The construct behind the exercise is the requirement in evaluation for a baseline or beginning point in evaluation. The vast majority of leadership programs and organization development programs never establish the baseline or how they were before the program started. Inasmuch as follower maturity determination is just a first step in operationalization of Life Cycle Leadership Theory, it is hoped that there will be a carryover of the baseline concept--Where are we starting from?

6. Although the primary thrust of the exercise is in the concept of a baseline, the followers' behavior is manifested in varying levels of maturity. Perspective would indicate that this exercise was applicable over a longer period than some others to date. There could be a shift of Interests with this possible direct application. On the other hand, this might be the task where Achievement motivation by a team is completely lacking. Life Cycle Leadership Theory and the determination of level of follower maturity must stress the specific, situational, observed behavior of the followers.

7. Frequent and valid methods for a baseline include climate surveys, interviews, questionnaires, outside evaluations, and the like. The purpose of this exercise is not to actually develop such instruments, but to give the participants knowledge of the need for a baseline.

LEX - Team Introduction

Objectives:

1. To share information about participants.
2. To provide data for analysis and maturity determination.

Process:

1. Complete team Info Task attached.
2. Allow time for team presentations.

Materials:

1. Team Info Task Sheet

Comments:

1. Frequently the contradiction between the type of information available and the type of introduction used is worthy of note. Groups will immaturely present rather than involve. Groups will assume needs of others rather than ask. They will present credentials whether pertinent or not, and in general act out a check-off list of immature behavior. They are externally rather than internally oriented.

2. If one or two individuals are influential enough to attempt independence in presentation, observe the reaction of their own group members and reaction of other groups. For example, wanting to involve whole seminar or being different are elements of Achievement. Try to note comments for present or future use.

3. A wider variety of introduction methods usually occurs if you (as a leader with Position) emphasize the desire for variety. Mention of role play, dance, games, music, simulations, and the like will broaden the presentations.

Action Item #7 - Team Introduction

You have been designated as the leader for the following activity.

By now, your team has had an opportunity to work together and to get to know one another. Unfortunately, the structure imposed by the seminar has not permitted the whole seminar an opportunity to do the same. You (and the other teams) will have some time to plan a way to introduce yourselves. Then each team will have _____ minutes (maximum) to tell the group "who you are."

4. The situation can be influenced by your announcing "the best" presentation.

5. The intro task provides the opportunity to both accomplish an assigned task providing maturity data and it provides personal data about members of the group to each other.

6. Brainstorming during this period can present the concept that one may reject an idea and not reject the originator of the idea, which is a concept vital for followers.

7. Immature groups (or individuals) jealously guard personal ideas. Average maturity seems to share ideas but rather desire external rewards. The mature group or individual shares and no matter what happens they receive internal rewards. Specifically, try to make a maturity judgment or determination based on this thesis.

8. This type of exercise provides for the novel or creative aspects of Achievement. The creative efforts are frequently watered down by those in the group who are concerned about what is proper, and fitting (Position). Variety may be exhibited to a larger degree. Some stiff, formal participants do not (and can't at the time) tell about themselves other than name and occupation. Paradoxically, an introduction that consists of members silently passing out sunflower seeds and apples to the larger seminar may have been very meaningful for the introducing group, but it may also have shown a lack of Awareness of how they were affecting the others in their now larger group of followers.

LEX - Learning Exercise--Whose Problem

Objectives:

1. To provide data for maturity determination by participants and leader.
2. To provide knowledge as to ownership of a problem.

Process:

1. Divide into teams.
2. Distribute LEX--Whose Problem Exercise Sheet (attached).
 - a. Allow 5-10 minutes for individual completion.
 - b. Allow 15-30 minutes for team answer of LEX.
3. Distribute "Whose Problem" Answer Sheets.
4. Have team score (and exchange and compare scores if teams desire).
5. Allow some time for discussion in team rooms after scoring (5-20 minutes).

Materials:

1. "Whose Problem--LEX" (based upon Navy Leadership Effectiveness Training Exercise).
2. Any series of Whose Problem can be developed. One group can be tasked with producing a list for future groups.

Comments:

1. This is a change of pace, problem type exercise. The use of a list with answers permits scoring (if desired).
2. Reactions differ to the exercise. Typically the immature (unaware) group accepts the scoring key and is ready to be told what

Whose Problem?

One of the leader's principle functions is to see to it that problems get solved. He must ask himself some key questions:

Does the follower's behavior tangibly affect me somehow and thus cause me a problem?

Or, is the follower's behavior a cue or clue that he is encountering a problem in his own life?

Can I be genuinely accepting of something a follower is doing, so it is not my problem?

Or, is his behavior unacceptable to me so it is my problem?

DIRECTIONS: For each of the situations below, circle the appropriate "owner" in the right-hand column. Write the main reason for your decision on this sheet. Now do the same as a team.

	L = Leader	F = Follower
1. A follower who smokes heavily and complains because he cannot quit the habit.	L	F
2. A follower suggests he might leave the organization because he feels he has not found friends among the other employees.	L	F
3. A follower has difficulty getting to work on time which causes delays in the work output of the department.	L	F
4. A follower tells you he feels he is not making enough progress in the organization.	L	F
5. A follower tells you he is starting to get bored with his job.	L	F
6. A follower says he cannot get along with another follower.	L	F
7. A follower who has told you that he is having marital problems makes some rather costly mistakes at work.	L	F
8. A follower feels very inadequate and as a consequence has to check with you too often before he takes responsibility to do things at work.	L	F
9. A follower becomes angry in your office and walks out slamming the door firmly.	L	F
10. A follower cannot seem to remember to fill out one of the office forms correctly, causing others to make errors.	L	F

SCORING KEY:

WHO OWNS THE PROBLEM?

- | | | |
|-------------|-------------|-------------|
| 1. Follower | 5. Follower | 9. Follower |
| 2. Follower | 6. Follower | 10. Leader |
| 3. Leader | 7. Leader | |
| 4. Follower | 8. Leader | |

Explanation:

1. Follower not being able to quit smoking is a problem to him; his habit in no way affects leader.
2. A problem to follower, but it doesn't affect leader. (If he later actually quits, that new behavior may give lesser a problem then.)
3. Obviously a serious threat to leader if delays occur.
4. A problem for follower, but no evidence of affecting leader.
5. Same as above.
6. Follower's problem, but no evidence it is causing trouble in group.
7. Despite the cause, leader is affected by mistakes.
8. Excessive checking takes up leader's time.
9. It's follower's anger, therefore, his problem.
10. Errors cause leader a problem.

NOTE: Where the follower's behaviors are seen by the leader as cues or clues that the follower owns the problem, the leader's position is not the colloquial, "That's your problem." Such a position would be refusing to become involved. The leader's choice of skills will depend on an accurate perception of where the ownership of the problem lies.

Were there any problems in completing this exercise?

Who owns the problem(s)?

to do next. The followers of average maturity asks for some time to talk it over. The more mature group immediately starts to apply the process to themselves and the present situation. The mature group will comment as to what problems it is that they (initially) have or have not been able to participate in the seminar to date. That is why you need to leave some time for the groups to take whatever action they think necessary. Since you have split teams in various rooms you can just say to them that another team is still working (this can be done at any time during any of your experiences).

3. Because of the nature of the exercise, it can be given quite a lot of time and be used for maturity determination or it can be done quickly as another task for immature groups. Similarly it can be accomplished early as an introduction, as well as later. Here it is an energy raiser for after lunch.

4. If the exercise works, use it as a point on problem ownership (internal) and the necessity for realistic goals.

5. If it doesn't "fly," whose problem is it?

6. You are specifically trying to create opportunities for teams to take some sort of action (Activity) without direct detailed instructions from you (Dependence). The group still needs the framework of some sort of exercise and this one both provides an exercise and the key questions: "Are there any problems in completing this exercise?" and "Who owns the problem(s)?"

7. Some groups will attain a pseudo-maturity: basically an independence of the leader (you), all too frequently being completely dependent upon another member of the group. This occurrence is called

pseudo-maturity because the group will fail to use as a resource the one who usually knows the most, has had the most Experience, Achievement, Perspective, etc. regarding maturity; i.e., the leader (you).

LEX - Structure Task #2

Objectives:

1. To provide participants experience in the utilization of human resources.
2. To show participants gain skill in the determination of group maturity by observing another team's behavior.
3. To provide participants with information as to their maturity on a task as observed by another.

Process:

1. A free standing structure will be constructed from provided material.
2. After the construction each individual will complete a maturity instrument on team.
3. Each team then views television tapes and completes a maturity instrument, first as an individual then as a team upon another team.
4. The team maturity evaluations are presented from one team to another with no opportunity to discuss the reasons for the markings.
5. The experience is partially a repeat of Structure Task #1 (see the sheet attached).

Materials:

1. You can use the same tinker toys, building blocks you used in first structure task or use a different type.
2. Maturity Instrument.

Comments:

1. The ratings of the other team will be lower than self-ratings. This is due to the fact that the raters must rely only upon the observed behavior as presented on the television tapes. If television is not used teams may directly observe the other teams during the task.

2. The reaction to the other team's evaluation is an indication of maturity. The immature team may passively accept the evaluation (Activity). They may dependently reject it; i.e., look to outside, an authority, you, or the readings to prove they are correct (Position and Dependence). The average maturity group will accept the others' evaluation as feedback and discuss the whys and wherefores of the other team's evaluation. The highly mature group will have a smaller discrepancy between their own and the other group's evaluation of themselves. They will use the information internally, focusing the feedback on themselves and how they internally can use the feedback (Achievement, Awareness, Perspective).

3. With limited television equipment and operators it may take some ingenuity on your part to schedule the various groups to view others. A time valve exercise from elsewhere in the seminar can be used to keep a group gainfully occupied until they have a chance at the equipment. Another option is that all teams can view just one team's activity at the same time. This saves time, but lessens the effect of someone else's lower evaluation of one's own activity. (This can be discussed as an exercise in itself.) Higher maturity groups will request time (early, at lunch or after day's session to see their own tapes. Some might even ask for future sessions to be

scheduled based upon their maturity as they perceive it).

4. During the course of team maturity determinations, participants will have generally recognized and voiced their own awareness that there are both verbal and non-verbal behaviors. If they haven't, you should bring up the subject.

LEX - Action Item Symbols

Objective:

1. To provide an answerable different type of follower problem task.

Process:

1. Distribute Action Item Symbols.
2. Allow time for some discussion. No two groups of followers have yet to come up with the printed answer or the same number of squares and triangles!
3. Modify the task as you see fit for change of pace, use triads, diads, etc.

Materials:

1. Action Item Symbols.

Comments:

1. This exercise demonstrates that even though there is an authority answer, you can still have different perceptions.

2. This is a simple exercise to give to a big group (the entire seminar); don't appoint a leader, or do appoint a leader to see influence of size of group.

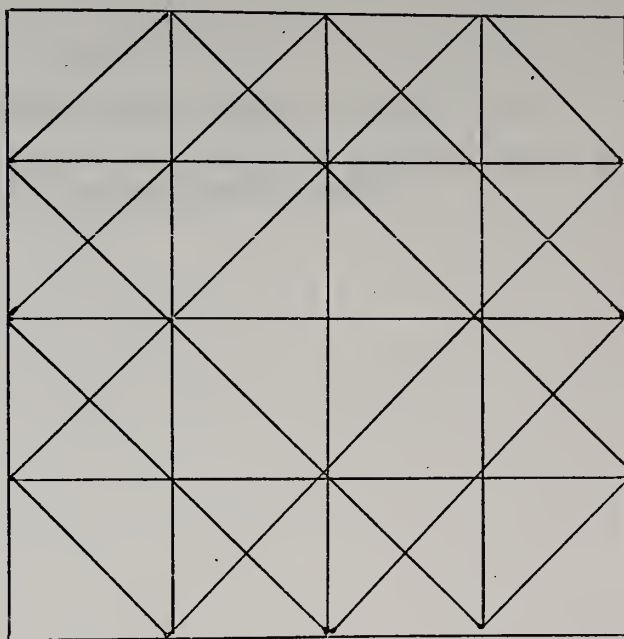
3. Modify it as you see fit for change of pace, trios, one big group, whatever! Change times, etc. to produce different behavior.

Use as a time valve exercise, too.

4. The symbols and time problem experiences are made available for use if needed, here at this particular time or in any part of the seminar. There are more experiences that you can use. Such experiences provide structured, tangible activities for immature participants.

Action Item - Symbols

How many squares and how many triangles are there in this drawing?
Count them carefully!



Number of Squares _____

Number of Triangles _____

The Puzzle Box - Answers

How many squares and how many triangles are there in this drawing?
Count them carefully!

Union, Springfield, Mass., Wednesday, January 16, 1974.

Answer to Puzzle Box: 25 squares, 48 triangles. (No two groups have ever arrived at the same answer to date!)

5. Any time a simple statement such as "Your task is to make a presentation of the main points of the seminar to date" or "Your task is to plan a one-hour session for tomorrow that will meet your needs" can assign action to the seminar while you take steps you deem necessary to more properly achieve the objectives of the seminar.

6. The purpose of the seminar is to provide data, usually using a television taping system to record follower behavior, for use in determining the level of maturity. The more immature group still needs externally imposed experiences or tasks. Usually the more immature the group the more structured, rigid type of task is needed, such as represented here by the symbol task and time task. Basic learning theory is that there should be some carry over from one task to another. What was keeping the group immature in the structure #2 task may be still keeping it immature. The participants are given task after task in order that they might determine those dimensions that are continually indicative of a level of maturity.

7. You as the leader are given a lot of leeway in the use of these experiences, because the most appropriate leader behavior must be based upon your determination of level of maturity of your seminar.

LEX - Time Problem

Objectives:

1. To demonstrate for participants one's usual lack of awareness of actual facts of a situation.
2. This is another good introduction or filler exercise.
3. To increase participants' skill in communication processes.

Process:

1. Divide into teams and complete Time Problem Exercise.

Materials:

1. Action Item--Time Problem.

Comments:

1. This is a simple exercise that should be fun for the group. The higher the maturity level within the group the more the followers will decide what it wants; i.e., to score, to get to know each other, to play "ain't it terrible," etc.

2. The title "Time Problem" allows the more formal immature groups to feel that their activity is relevant. (Notice relevance must be determined externally by leader (immature) as opposed to truth that any relevance must be determined internally (mature)).

3. The Time Problem is designed to focus upon team performance under time limitation. It focuses the attention of the group upon the short-run rather than long Perspective. There is a series of very definitive instructions. Position is frequently used in deciding on a team answer.

Action Item - Time Test

This exercise has been designed to gather data about your leadership behavior under the stress of time limitations.

1. You will have _____ minutes as an individual to attempt these questions. You must mark your permanent answer to those you desire at the end of that time.
2. You will then have _____ minutes as a team to prepare one team set of answers.
3. You individually may discuss only those questions or answers on which you made an individual written attempt to answer. You may not help your team on questions you did not mark.
4. Read the following story. Assume all the information presented in it is definitely accurate and true. Read it carefully because it has ambiguous parts designed to lead you astray. You can refer back to it whenever you wish.
5. Next read the statements about the story and check each to indicate whether you consider it true, false, or "?." "T" means that the statement is definitely true on the basis of the information presented in the story. "F" means that it is definitely false. "?" means that it may be either true or false and that you cannot be certain which on the basis of the information presented in the story. If any part of a statement is doubtful make it "?".
6. Answer each statement in turn, and do not go back to change any answer later.
7. Don't re-read any statements after you have answered them. This will distort your score.

THE STORY

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

Action Item - Time Test

1. A man appeared after the owner had turned off his store lights. T F ?
2. The robber was a man. T F ?
3. The man who appeared did not demand money. T F ?
4. The man who opened the cash register was the owner. T F ?
5. The store owner scooped up the contents of the cash register and ran away. T F ?
6. Someone opened a cash register. T F ?
7. After the man who demanded the money scooped up the contents of the cash register, he ran away. T F ?
8. While the cash register contained money, the story does not state how much. T F ?
9. The robber demanded money of the owner. T F ?
10. A businessman had just turned off the lights when a man appeared in the store. T F ?
11. It was broad daylight when the man appeared. T F ?
12. The man who appeared opened the cash register. T F ?
13. No one demanded money. T F ?
14. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force. T F ?
15. The following events were included in the story: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. T F ?

Adapted from: Haney, William V., Communication and Organizational Behavior.

Action Item - Time Test

<u>Number</u>	<u>Answer</u>	<u>Rationale</u>
A. 1.	?	Do you know the "businessman" and the "owner" are one and the same?
2.	?	Was there necessarily a robbery involved here? Perhaps the man was the rent collector--or the owner's son--they sometimes demand money.
3.	F	An easy one to keep up the test-taker's morale.
4.	?	Was the owner a man?
5.	?	May seem unlikely but the story does not definitely preclude it.
6.	T	Story says the owner opened the cash register.
7.	?	We don't know who scooped up the contents of the cash register or that the man necessarily ran away.
8.	?	The dependent clause is doubtful--the cash register may or may not have contained money.
9.	?	Again, a robber?
10.	?	Could the man merely have appeared at the door or window but not actually enter the store?
11.	?	Stores generally keep lights on during the day.
12.	?	Could not the man who appeared have been the owner?
13.	F	Story says the man who appeared demanded money.
14.	?	Are businessman and the owner one and the same--or two different people? Same goes for the owner and the man who appeared.
15.	?	"Dashed?" Could not have "sped away" on roller skates or in a car? And do we know that he actually left the store? We don't even know that he entered it.

B. Total number correct for team out of 15 _____.

LEX - Summary Task

Objective:

1. To provide a summary of activities to date for participants and leader.

Process:

1. The followers are assigned the task of a summary. For instance: "Summarize to date," or "Summarize what happened yesterday," or "Summarize the three most important concepts in follower maturity determination," etc.
2. Time is allowed for planning: 10 minutes to an hour; and for presentation, 5-10 minutes a group.

Materials:

1. Whatever is on hand is available for the participants to use in their presentation. You provide no specific materials.

Comments:

1. As different groups of followers present their impression of what has happened (what is important to them), a direct projection of team follower maturity level is seen.

2. A general thread of maturity may be seen in the presentation as groups follow traditional formats. As presentations continue, if you have many summary/review exercises, flip board lists are supplemented by creative activity. The more mature follower groups will involve others during their presentations.

3. The rules (external) do not preclude groups of followers

fully utilizing themselves, mixing teams, etc. for the experience. Rarely will a group of followers take that much Responsibility, not only for themselves but for others, which is obviously a measure of maturity level.

4. You personally as the leader of the seminar should be prepared for disappointment as the summaries are presented. What you consider as big points, vital points, may not be given. You can use this information as you structure further experiences and activities. A mature group of followers may even ask what you think! Notice the more mature followers ask what you think regarding the task, the immature followers ask for your evaluation of their task. This is a subtle but vital difference.

Average to high maturity followers will seek feedback as to goal achievement in order that they may establish their own goals. This is a manifestation of Achievement in this type of situation.

The exercise can be used at the end or beginning (or both) of daily sessions.

5. The television taping of the presentations is valuable for you as a leader for record purposes; i.e., you can review them during the night before the next session and see what points you might want to emphasize or change. The television taping of the planning of the presentations will provide data to the participants for use in the determination of maturity level. Occasionally, an unusually Aware group will realize that they are in fact summarizing what they know and feel about the topic in the process of the planning of the presentation. One such group used the television taping of their planning

process as the presentation to the entire seminar. They also used the equipment, stopping, re-playing to demonstrate what they meant and to emphasize the points in their determination of maturity level.

LEX - Maturity Determination Exercise

Objective:

1. To provide data for maturity determination (see Comment #4).

Process:

1. After preparation of the Summary Task each individual completes maturity instrument based upon the Summary Task.
2. The Summary presentations are then made by each team.
3. The teams then prepare a team maturity sheet for their own team based upon the Summary Task.
4. The reading assignment for the evening should have been given because you are not going to ask for team sheets at the end of the day, which is this exercise. (See daily administrative items.)
5. During this last part of the day make yourself available and ready to accept sheets or stay and talk or whatever is sought by the seminar participants.

Materials:

1. Moore Maturity Sheet, one for each participant and one for each team.

Comments:

1. This is first conscious maturity determination since the submission of a maturity determination of each team from another team. Usually for even the most immature group, there has been some self-acknowledgement of the difference between the behaviors that all agree are mature and the behaviors that have been occurring and have been

recorded on television in their exercises and activities to this time.

2. The Summary Task plus the leadership lecture has brought the Experience level of the seminar to a rather uniform level. The reading assignment of the night will also increase the cognitive aspects. Everyone now has a pretty good idea of the theory and also a "feeling" that maybe the group is not as mature as it keeps saying it is. Usually, by now a number of individuals in the group have been trying to say that very same thing. Depending upon the way the groups have dealt with, these issues determine the general maturity. Comments such as: "I really don't understand what passive or active means for us" (note the shift to internal focus) or, "I think it is ridiculous to keep compromising on a five for good marks. What the hell is a five?"

3. The degree to which the group starts to "look behind" the numbers and words and to establish meaning for themselves is the measure of maturity level. The focus of that search is also a measure of maturity. Generally, the more a team stays within the team the higher the maturity level. The Experience is usually there. It is a matter of the team using it.

4. A comment about the objectives of the seminar is again in order. You have one major objective and that is to give participants experience, knowledge and some skill in the determination of follower maturity. The procedure of the seminar is to provide a series of tasks that require the participants to exhibit a variety of follower behavior. There will be some leader behavior exhibited by you and by the appointed leader for various exercises, incidentally, but the focus is follower behavior. This manifested follower behavior is used to

determine maturity level.

5. Remember, maturity is task specific and what a group of postdoctoral students in counseling and what a group of non-commissioned officers consider active follower behavior may be quite different in specifics and quite similar in generalities.

6. By not specifically ending the day, you have left the freedom for the participants to exercise their maturity behavior. Most often the seminar groups will assume external restraints such as time, your wanting the sheet, etc. without ever checking it out in an independent way.

Leader Comments for Second Day of Seminar

1. A most common phenomenon during this day or early tomorrow is a team or an entire seminar becoming "mature." Therefore, they are active and independent of you as the leader. This is a pseudo-maturity, related to adolescent rebellion. A truly mature group must consider all the dynamics of the situation. If they are truly mature they will be capable of behaving in many ways and will have considered other aspects of maturity such as task Achievement, deeper strong Interests, willingness to take Responsibility, etc. Cases, of course, vary, but most radical independent action at this time usually is not on a well-founded basis.

For example, a group will say that they are independent and that they are going to "walk out." If this seminar is part of a school situation, the "walk out" could mean a failing grade. Now, if the group considered such things in their decision the "walk out" might be indicative of maturity level. Usually, just the "Dependence" dimension was considered. The higher level of maturity would more probably be reflected in behaviors that reflected a desire for more independence, but also all the other dimensions of maturity: Achievement, Responsibility, Experience, Activity, Variety, Interests, Perspective, Position and Awareness.

2. You must review your objectives and the summaries from the Summary Tasks and make provisions for attempting to achieve your stated seminar goals in an optimum fashion.

3. The curvilinear line can remind you that the distribution of

elements of maturity, mature individuals and mature groups, is probably normal. The chances are that the individuals and groups in your seminar are about where other groups are at this time in a similar experience.

4. As the learning experience progresses, it becomes that much more difficult to predict where the group will be at any given instant, or what will be the level of follower maturity. In the training environment, the situation variables have been held to a minimum but a situation beyond your control may be making tremendous impacts upon your followers. The weather, snow or ice, may cancel sessions. International affairs; a war or a threat of war, impinges for a night, a week, a month, a year. A member of the group drops out because of illness, death, or a change of plans. You, as a leader, have personal problems or pleasures that influence you. This is the situation influence upon the leader and the group. It can be used as an exercise topic if necessary..

5. Some keys may be helpful. 1st: Groups appear to go through a period of high self-evaluation in maturity level determination. 2nd: Influence plays come from groups and group members to see if they can indeed be active, independent, mature individuals. They test you. If they are truly mature as individuals and as a group, they are capable of acting in many ways. They can adapt to the maturity level of larger groups or systems and therefore drastic actions such as walking out of the seminar are not probable. 3rd: The humanistic education techniques of the teacher sharing feelings, decision making process, and the like with the students can, frequently, be used with good effect with the

relationship oriented participants. You are making decisions based upon their behavior. You are determining maturity and your determination can be correct or incorrect. You are taking action based upon that determination, though that action may or may not be correct. You are continuously making the kind of decisions, taking action, etc. that you are encouraging them to do. You can use yourself in a win/win situation as an example.

6. Though most people intellectually accept the fact that interpersonal leadership exists in their life prior to their attendance at a seminar, they do not operate on that premise. The simple question, "What are you basing your leadership behavior on now?" can cause responses and action completely out of line with the question. One has the tendency to be defensive about one's own behavior. You can point this out referencing your own behavior. You will, if you are like the rest of us, have given a number of examples where you have acted defensively with the group rationalizing your leader behavior and maturity determination.

The immature group receives its directions from outside (you) rather than from inside (the group). It is reflected in behaviors such as requiring the leader to impose time requirement, starting or stopping activities, establishing the rewards and punishments, etc. The degree to which behaviors are based upon a sharing (using the group/leader (you)) and the situation establishes average maturity. High level maturity is very internally oriented. Behavior is focused upon the group and what is happening in the group. In terms of organizational or institutional effectiveness and efficiency, it is hoped the goal and

achievement behavior of the mature individual and group is congruent with the goals of the organization or institution.

7. Once again it is appropriate to comment upon the purpose and method of this seminar. The purpose is to assist you in establishing for yourself the validity of the maturity determination concept. The method is shown through the use of a series of tasks used to develop follower behavior (that is usually recorded on a television taping system) for analyzing and determination of level of maturity by followers. Behavior will be manifested in both verbal and non-verbal modes. By the very nature of maturity it is impractical to establish given levels of maturity at a particular instance. You, as the leader, must take the responsibility for your leader behavior based upon your analysis of the seminar progress to this point.

INTRODUCTION TO DETERMINATION OF FOLLOWER MATURITY

3rd Day Seminar Schedule

1. Administrative Items
2. Maturity Dimension Task
3. Maturity Dimension Presentation
4. A. Leadership Awareness
B. Visual Presentation
Optional Task Exercises
5. A. Summary Task
B. Application Task
6. A. Summary Presentations
B. Application Presentations
7. Maturity Determination--Individual and Team
8. LASI--Post-Seminar
9. Post-Seminar Evaluations #1
10. Post-Seminar Evaluations #2

LEX - Administrative Items

Objectives:

1. To continue administration of seminar as a whole.
2. To obtain any information from participants that might apply.
3. To give information to participants.

Process:

1. Publish proposed schedules, plans, etc.
2. Administer items as necessary.

Materials:

As necessary.

Comments:

1. This is another repeat of administrative type items that started the second day. Occasionally a team or sub-group of a team has really attempted to achieve a higher degree of maturity and they have spent late hours at night doing so. Two things occur: by today they are physically tired and they are in fact at a maturity level different from the rest of the group. Neither fact need overly influence your day's activities.

2. Review/administrative items are recurring. As the group matures there will be a shift from leader to group as originator of such reviews and administration. Content may well shift from external to internal terms, from course requirements to personal needs. The average maturity group will use the day's exercises to partially meet their needs. The immature group isn't aware that group needs exist.

3. These sessions call for the seminar to meet as a whole, all

teams in the general meeting room. You can if you desire and deem it appropriate, completely reassign team members. This will put the participants back to a lower level of maturity.

LEX - Maturity-Task

Objectives:

1. To establish a score chart of behavior that the group indicates is involved in maturity.
2. To provide data on maturity determination for participants' use.

Process:

1. Complete maturity task.
2. Assign a number of the dimensions of maturity to each team.

Materials:

1. Maturity Task Sheet.
2. Dimension of Maturity Forms.

Comments:

1. An average maturity group will have started to look behind the numbers of the Maturity Instrument. A high maturity group will have started to develop its own meaning and taxonomy of maturity behavior, probably using those maturity continuums as a basis.

2. The more a group is able to internalize the concepts of maturity and the task they are assigned, the more mature they are. Average maturity groups, not just one individual, will say things like, "We are doing it again! How can you say we are achievement motivated, we haven't finished the last three tasks?" The biggest step may occur when the group says something like, "We may be high on relationship but we are not getting the job done and I really think we are immature," or "We are doing the job, but only because we are all dependent on what

Action Item - Maturity Task

One concept of leadership used extensively in this workshop has been the determination of maturity. Your task is (a) to take the assigned number of dimensions from the given maturity scale and expand or clarify their meaning to your team; or (b) develop a new measure for determination. The team efforts may be consolidated for the use of all seminar members.

Mary says."

3. The seminar now has provided the theory and the data upon which to make some behavioral determinations of what maturity looks and sounds like. Again the resultant lists, or presentations, or whatever the teams use, in general will follow a standard distribution. Remember, this seminar is entitled "An Introduction to Maturity Determination." This is what you have done. Your 12-18 contact hours with the seminar participants must be balanced against a life time of other behaviors by the participants to this point.

4. Note carefully the presentations regarding the dimensions of maturity. You will probably be able to point out that the participants have not been able to internalize or make operational the very things they have just presented. Frequently as the presentations are made, members of the seminar may be able to point out discrepancies between cognitive knowledge and a group of followers' behavior. For example, suppose the dimension of maturity under discussion is "Position." With a nervous laugh the presenter says, "I have been elected!" or "As the only female I will make the team's presentation on equal positions within the group." This makes it obvious that the presenter is not in an equal position in group, but rather is being discriminated against. Another example is the group that is to talk about the maturity dimension of "Interests" who is too busy working up their own presentation to attend to another group.

5. Attached is a Dimension of Maturity form developed in the basic publication Towards the Determination of Follower Maturity: An Operationalization of the Life Cycle Theory of Leadership. The form

may or may not be used by you in this exercise. The more mature groups of followers will develop a similar approach or form. The immature group will need the structure provided by such a form.

6. The seminar participants' presentations of the assigned dimensions will have two aspects. 1st: The method of presentations; i.e., a role play, seminar involvement, etc. would be very high level of maturity (reflecting Achievement, Activity, Experience, Interests, etc.), whereas a list or flipchart copy straight from the maturity scale would be the more common low to average level of maturity. Secondly, the process by which the presentation is selected should be congruent with the presentation. For example, for one member to ramrod a group involvement presentation (mature) would be immature for the group on the Position dimension. The ends and the means should both be considered.

7. Frequently, one team's presentation will clearly be far better than others. The more mature the other teams' behavior, the more they can originate praise and acceptance of the others' better performance. The competitive element will tend to keep teams closed and defensive. The more mature teams will use competitive behavior, if appropriate, or cooperative behavior if it is appropriate to task completion.

8. Use of the television system here for teams to see how they actually manifest the dimension of maturity while they are discussing them can frequently be very effective. The time valve exercises and the flexibility of the seminar permit you to schedule the tasks as you deem most appropriate for achievement of the seminar objectives.

Dimension of Maturity:

Definition:

Verbal Maturity Level Indicators:

Low:

Average:

High:

Non-Verbal Maturity Level Indicators:

Low:

Average:

High:

Comments:

LEX - Leadership Awareness

Objectives:

1. To introduce idea of leadership awareness to the participants.
2. To provide leadership data in creative problem solving for the participants.

Process:

1. Complete Leadership Awareness Exercise.

Materials:

1. Leadership Awareness Exercise.

Comments:

1. This exercise again attempts to focus the verbal and non-verbal attention of the group on the present group behavior. The degree to which this is accomplished is a measure of maturity.

The low maturity group will start on the first question; no provision will be made for reading or reporting. In fact, the group may not even see what is externally required, let alone what they internally might want or need.

The average maturity group will make a general attempt at goal setting, may even set up a structure to obtain results, will generally have fun with the exercise.

The high maturity group will take ownership of norms and culture they have produced in their present behavior. They will be able to generalize from external to internal and to other groups. The goals of the group will be set with active participation of equals. It is a

Action Item - Leadership, Awareness

The following group exercise is designed to help you look at your group in new ways. In our normal leadership situations we are so well encultured that we may not notice some of the actual dynamics. Our group has met several times and has established some norms and methods of operation. Using the questions as a guide, not being personal, try looking at the leadership situation. You might look for the answers to the kinds of questions given below. You could use your own guide.

1. How do people greet each other? Who makes the first gesture? Elder person, higher status one, female, male? What verbal and non-verbal signals are used and what do they mean?
2. Are people generally direct or indirect, formal or informal? How much so? In what ways? When? Between whom? Why?
3. How does dress vary? Are there any special high status or low status bits of apparel? Colors in clothing? Taboos? Laws?
4. Who respects whom? Why (blood line, achievement, other status criteria)? How? When? Where? Always?
5. What do you talk about? Where? With whom? Business? Politics? Money?, etc.
6. What words are avoided? Where? With whom? Why? When? (swearing, religious terms, politics, sex, etc.)
7. Whom does one joke with? Men, women, friends, subordinates, boss? How? Why? When? Where? After or before doing anything else? Does one laugh, giggle or only smile? When, where, and with whom?
8. How closely do people stand to each other? When? Where? With whom? Does status affect it? Sex? Public or private matter? What seems to be the local personal, impersonal, and intimate distances?
9. How do people use their bodies? Do postures have different meanings than your learned ones? What's a cautious pose, an informal one - in private, in public, with friends? How do people use their hands? Gesture a lot or a little? What gestures seem important? What signals do they send? When? Where?
10. Do people touch each other? Rarely or often? To show what? Who touches whom? How? How not?
11. Is emotion openly expressed? (Affection, anger, embarrassment, laughter, etc.) To what degree? Between whom? What kind? Where? When? How? (Expression, words, body movement, signals)

12. How is time handled? Rigidly or flexibly? Socially? What is late? Early? When? Does status affect it? Where does emphasis seem to lie--past, present or future?
13. Are there obvious racist behaviors? What?
14. Are there any sexist behaviors? What?
15. Are there other behaviors related to maturity?

Having established these broad general areas you have some specific tasks: (1) Establish one or two behaviors that your group has developed, that may be keeping your team from being as effective and efficient as you would like. (2) Select a secret verbal/non-verbal item for your team. The team is to exaggerate its use with others in the seminar. Write the item on a slip of paper and give the paper to the seminar leader. (3) Select a spokesman for your group to present your team views. A 2 to 3 minute presentation is maximum. (4) Each team attempts to ascertain the other's secret verbal/non-verbal item.

huge task--sub-group or individual work might be used. The task may be restructured, the team may decide something else is more relevant to them and prove it!

2. Rarely will groups get far into the exercise unless they are mature and/or exercise is given late in the seminar.

3. This is a time valve exercise, an hour or a day can be spent on it.

4. The exercise may be used more than once to see the changes in completion, and in dealing with external/internal questions.

5. Though emphasis appears to be on Awareness, other dimensions of maturity are frequently exhibited in follower behavior. The congruence between the topic and the behavior about the topic can be very enlightening. For example, what is the demonstrated Position dimension when the group is talking about respect, and who greets who? Is Position used as a basis for who greets who and how? Is Position used to make the decision that "we have spent enough time on item 4?"

LEX - Application to Your World

Objective:

1. To help the participants apply the knowledge and skills gained in the seminar to their field situation.

Process:

1. This option is primarily for family groups, though it can be used by any.
2. The task is "How do we apply what we have learned/experienced in this seminar to our real world situation?"
3. The teams will make presentations (10-15 minutes).

Materials:

1. Assign the task "How do you apply what you have learned/experienced in this seminar to your real world situation?"

Comments:

1. What you are asking a family, or stranger group to do, is to apply what they have learned or experienced about the determination of follower behavior in the last three days to their life and real world situation. For family groups this is very real. This is not solving some relatively meaningless problem as part of an exercise. It is not a demonstration of communications or group process. This is a public commitment to what they think and feel. Some leadership programs use this type problem with stranger groups just to get a public commitment to action of some kind. (Research indicates more chance of the participant trying to internalize and operationalize learnings if such a public commitment is made.)

2. This can be a huge task. The size of it will put many groups right back to an immature set of behaviors. The immature will be passive, dependent, etc. ("There is nothing we can do," "The first thing is to reach those others who need this seminar," etc.) The average maturity will immediately carve the problem down to a size they can handle. They will set some realistic goals and will develop a plan (with evaluation) to achieve their goals. The more mature the group, the "better" the action plan.

3. A big test of maturity at this stage is if the teams request your assistance (as a resource or as a leader). Again, this is a subtle but important difference.

4. For stranger groups, do a summary or a "Visual" presentation task.

LEX - Visual Presentation

Objectives:

1. To develop skills in presentation of learnings.
2. To provide various perceptions of workshop to date to participants.
3. To provide direct feedback to leader as to level of attainment of seminar objectives.

Process:

1. Teams are to complete the assigned Visual Presentation Task.
2. Time can run from 1 hour to 3 hours (as required by circumstances).

Materials:

1. Provide magazines, flip charts, paints, paper, etc.
2. Make do with what is on hand.

Comments:

1. This is designed primarily for a stranger seminar.
2. The exercise is an excellent way to generate real, here and now data for the participants to use in maturity determination while the leader (you) obtain an impression as to the level of attainment of your stated objectives.
3. The visual presentations, of course, vary. With immature groups, they usually consist of what is easily reproduced from exercises or readings. Average maturity followers will be more creative and try to summarize the workshop to date. The high maturity group will conduct resource inventory and this is usually a real chance for

Developmental Task - Visual Presentation

Your team is to prepare a training aid, poster, visual presentation, etc. on any phase of the seminar.

All entries will be judged by secret ballot on the criteria submitted by teams. More than one entry per team is allowed.

Time limits will be determined by the seminar leader. You will have some time to prepare and present a criteria list to the leader. He will make a compact list and score the results of the vote; then there will be some time to prepare your visual presentation.

"creative" persons. The mature group will establish a goal, which may or may not be the same as yours. They will establish some means of evaluation as to goal attainment. Frequently, average to mature followers will split up (by consensus) to produce more and better items and to allow everyone to participate more fully.

4. The better Visual presentations can be retained for your possible use with future groups.

5. The evaluation scheme may or may not be used. Usually, the low to average maturity followers are interested in external evaluation. The highly mature followers will go along, but they usually really don't care since they have decided what is important about the experience to them.

6. Again, both the presentation and the process of developing the presentation will provide manifestation of various levels of the dimensions of maturity.

LEX - Maturity Determination

Objective:

1. To provide a maturity determination of last task.

Process:

1. Appoint a leader for each team.
2. Have teams complete individual maturity rating of team for last task.
3. Have team complete team rating of maturity of team for the last task.

Materials:

1. Maturity Scales, one for each member, one scale for each team.

Comments:

1. This is frequently the most difficult task the group must accomplish. They have just about made their re-entry to their normal lives. The task and instrument may involve some hostility. To put it bluntly, they do not want to look at their behavior or that of anyone else for a while. A family group is faced with the harsh fact that this seminar (though interesting and helpful) is not going to miraculously solve the problems in their real world. The stranger group realizes this to a lesser degree. With all these (and many more) difficulties, it may be one of the truest task specific tests of lower maturity of the seminar.

2. The seminar members now have cognitive and experiential knowledge of what mature and immature behavior is in their group.

They have made presentations as to certain maturity dimensions to the seminar. They have cognitive and experiential knowledge of the Life Cycle Theory of Leadership. A hierarchy of maturity behavior seems to emerge. First, the group must have Achievement motivation. They must accomplish the task. They must be willing and able to take Responsibility. (We have established they now have task relevant Experience and education.) If the group is truly active, independent, capable of behaving in many ways, with deep, strong interests, long time perspective, equal position and is aware and in control of self then their behavior will reflect it in accomplishing a difficult task at a difficult time. To the degree that the behavior reflects a lesser degree of these dimensions, to that degree does their maturity become average to low.

3. By this time any mature judgement about maturity being good and immaturity being bad, should have been dispelled. (One of the more frequent happenings in a seminar is one participant pointing out that the words maturity and immaturity are value-loaded and other words should be used. About this time another participant will point out that for a mature group or person there can't be value-loaded words, unless they want them to be, so the use of the terms is immaterial.) It is a fact that the more mature seminars do not find the words (or the concepts) a difficulty. You can have the seminar participants decide on another term to describe follower behavior if you think it necessary any time during the seminar.

LEX - Extra Experiences

Three extra exercises are included: First, to show how experiences may be designed for a specific group. The experiences in this seminar represent approximately 1/10 of those used by the author in field situations. Second, because the comments are valid, whether used with this seminar or not. Third, to relieve any anxiety that you won't have enough for the participants to do in the seminar. Usually, just the opposite will be true. The rule of thumb would logically be that the more immature the seminar followers, the more external materials are required. Fourth, do not be afraid to repeat an experience. Doing so will frequently show insights into maturity behavior not noticed before. Fifth, rarely a member of a team, or a team will develop an experience and request that they be allowed to conduct it. You will have to decide whether or not it is appropriate. You might start from the stance, "Why not?"

LEX - Action Item #3

Objective:

1. To provide leader and follower behavior to determine maturity.

Process:

1. Complete Action Item #3.

Materials:

1. Action Item #3.

Comments:

1. A simple, straightforward puzzle type problem with an answer (so many of the problems faced by participants do not have a straightforward, scorable answer).

2. American culture tends to limit resource inventory. Personal statements such as "I am good at these" or "I can't do these" are usually said seriously only in an average to high maturity group. In family (same company) groups' expressions of weakness, doubts, confusion, etc. are rarely seriously said. Extreme humor, throwing paper in air, over-loud complaining is frequently used to get message across, while removing the sting.

Action Item #3

1. The Humanistic Principal

Everytime the principal sees a stray kitten, she picks up the animal and brings it home. She is always raising several kittens, but she won't tell you how many because she is afraid you may laugh at her.

Someone will ask, "How many kittens do you have now?" "Not many," she answers. "Three-quarters of their number plus three-quarters of a kitten."

How many kittens does she have now? _____

2. The Hard Working Chief

A factory making measuring equipment has a brigade of ten excellent workers: the chief (an older, experienced man) and nine recent graduates of a manual-training school.

Each of the nine young workers produces fifteen sets of equipment per day, and their chief turns out nine more sets than the average of all ten workers. How many sets does the brigade produce in a day? _____

3. Scoring: 20 points for The Humanistic Principal

35 points for The Hard Working Chief

LEX - Action Item #4

Objective:

1. To provide a different type of problem solving experience for participants.

Process:

1. Action Item #4.

Materials:

1. Action Sheet #4.

Comments:

1. Because the problem is different a mature group would talk about goals, resources, group evaluation, etc. The relatively immature group will dive right in.

2. The amount of time, again, will vary. You can shorten, give clues, extend time, anything you desire.

3. The items can be used any time as a good filler.

4. Again, the outcome is immaterial--win/win, win/lose, etc.

What matters is how the teams got there and the follower dynamics involved.

Action Item #4

1. The Resourceful Education Administrator

An educational administrator had an opportunity to mount a 120" by 120" bulletin board to display some things his school had accomplished. Unfortunately all that was available was a 90" by 160" rectangular sheet of plywood. After a moment of creative problem solving, he drew quick lines on the plywood. He cut it into two pieces. With the parts he made his square bulletin board. How?

2. Scoring:
- a. Ten points for each correct answer individually arrived at.
 - b. Five points for each answer where help is received from another. (Please indicate an "I" for solved by one self and an "H" where help is received.)

Team score will be the total of individual score.

LEX - Action - Universal

Objective:

1. To provide an ambiguous problem for participants.

Process:

1. Hand out Action Item Universal sheets. Allow teams 30 minutes to "take action."

Materials:

1. Action Item - Universal.

Comments:

1. This exercise is an outgrowth of the frequent comment, "It doesn't matter what a group does, has as a topic, etc., the maturity level will determine what they do with the task."

2. This universal task is best presented when the followers feel they are average or above maturity as a group. Basically, whatever they do is a direct projection of group maturity into the task.

3. A similar task can be used with immature followers to stand back and see what happens. This might be considered a Quadrant 4 task. With very traditional immature followers you may lose them either physically or mentally.

4. The objective here is to show relativity and the fact that frequently there are not gradeable, quantifiable outcomes.

Action Item - Universal

1. Chocolate Sauce.

LEX - Post-Seminar Evaluation Sheet #1 and #2

The post-seminar evaluation sheet #1 is used to provide some immediate feedback to you for seminar evaluation: also useful is the fact that it is a traditional closure method for seminars and workshops. This structurally says "This is the end of the seminar."

Interestingly enough post-seminar sheet #2 says just about the opposite. The importance of the seminar is its ability to possibly change participants' behavior. The post-seminar sheet #2 is designed to specifically obtain information about the actual use of Life Cycle Leadership Theory and the determination of maturity in the participants' field of activity. It is forwarded to participants after 60 to 90 days.

You may have other preferred methods of seminar evaluation.

Post-Seminar Evaluation #1

Date _____

Life Cycle Leadership Theory emphasizes the behavior of a leader in relationship to his followers. It provides a leader with an understanding of relationships between effective style and level of maturity.

As a result of your experiences, you are asked to indicate your movement on the following scales. Please mark a circle around the number you feel you were before this seminar. Then mark an X on the number where you feel you are now for these selected objectives. For example:

- | | Lesser----Greater |
|--|---------------------|
| 0. Have introductory knowledge of decision-making theory. | (1) 2 X 4 5 6 7 8 9 |
| 1. A basic leadership vocabulary. | 1 2 3 4 5 6 7 8 9 |
| 2. Have accepted responsibility for own learning and behavior. | 1 2 3 4 5 6 7 8 9 |
| 3. Knowledge of own leadership style. | 1 2 3 4 5 6 7 8 9 |
| 4. Awareness of influence dynamics. | 1 2 3 4 5 6 7 8 9 |
| 5. Understanding of Achievement motivation | 1 2 3 4 5 6 7 8 9 |
| 6. Knowledge of Responsibility aspects. | 1 2 3 4 5 6 7 8 9 |
| 7. Be able to predict the effect of leadership styles. | 1 2 3 4 5 6 7 8 9 |
| 8. Ability to set goals. | 1 2 3 4 5 6 7 8 9 |
| 9. Have skill in leadership behavior congruent with own values. | 1 2 3 4 5 6 7 8 9 |
| 10. Range of leader behaviors. | 1 2 3 4 5 6 7 8 9 |
| 11. Increased, broadened techniques in measurement and evaluation. | 1 2 3 4 5 6 7 8 9 |
| 12. Be able to determine follower (group) maturity. | 1 2 3 4 5 6 7 8 9 |

Maturity Determination
Post-Seminar Evaluation #2

Life Cycle Leadership Theory is meant to be used in life and not just in training situations such as seminars, workshops, and courses. In the first part of this follow-up evaluation, you are asked to indicate the relative frequency with which certain aspects of leadership have occurred.

Please mark the column 5 Very Often, 4 Frequently, 3 Often As Not, 2 Not Often, 1 Rarely.

	VO	F	OAN	NO	R
1. I specifically analyze leadership situations as to leader, followers, and situation.	5	4	3	2	1
2. I specifically determine follower maturity.	5	4	3	2	1
3. I determine follower maturity by					
a. What is said	5	4	3	2	1
b. How the followers act	5	4	3	2	1
4. I specifically pattern my leadership behavior upon the maturity level of the group.	5	4	3	2	1
5. I think I use Life Cycle Leadership Theory.	5	4	3	2	1
6. I explain and use maturity determination with others.	5	4	3	2	1

In the second part of this evaluation you are asked to think back since you left your seminar experience and list specific things that happened in your interpersonal leadership situations where you used your seminar learnings.

Having had the seminar experience and some real world experience, the most important things I have learned from the seminar and trying to apply the concepts are:

Maturity Determination has had (_____)
impact in my life, because

(Please use the back of this sheet for comments.)

LEX - LASI--Post-Test

Objective:

1. To provide pre- and post-test information to participants.

Process:

1. Distribute and complete second LASI to entire seminar.
2. Grade both first and second LASI, suggesting that participants help each other.
3. Pass a sheet around to collect first and second scores for your later research purpose.
4. Be available for and discuss LASI scores, but do not initiate.

Materials:

1. One LASI per person.
2. Two LASI Score Sheets per person.

Comments:

1. This is a closure exercise. Energy will be high because there are personal scores involved. Usually the teams are sitting together in the main room and they will initiate discussion of the scores in their own groups (average maturity). If they do not you can. Some teams or members will see how the LASI can be applied in their field (high maturity, only if they do something rather than just talk about it).

2. One use of the LASI and Life Cycle Theory Leadership is to have the leader negotiate with the follower(s) what type of leadership the follower(s) want and why. This is effective in a family group in that it can be directly taken from the seminar to the field.

3. There is an excellent article on the LASI by Hersey and Blanchard in Training and Development Journal, February, 1974. Entitled, "So You Want to Know Your Leadership Style." It is available in reprints.

Summary

1. You can see the difficulty of being congruent in conducting this seminar. You really don't know before hand exactly where the group will be and what they will be doing as the seminar ends. It will all depend upon their maturity behavior and the actions you take. Leadership is a function of the leader, the followers and the situation. The leader behavior you demonstrate and the decisions you have made in the progress of the seminar will be combined with the maturity level of the participants and situational elements, some of which are beyond your control, to produce the uniqueness that is involved in human behavior. By the use of the handbook, a number of these variables have been brought at least somewhat under your control. So the results can generally be predicted as to be as anticipated in your design. You are practicing what you preach. That makes for a fine morally defensible position; but it makes it very hard to explain as a seminar or learning experience. You must accept the fact that you will be where the maturity level of this particular group (at this particular time under these particular circumstances) is at the end of your time together.

In general terms you will usually have a standard distribution of the knowledge, skills and abilities involved in the determination of maturity level. With a group of 24, approximately four persons will be very skillful and quite interested in pursuing the Life Cycle Theory of Leadership approach. Also, a similar number will regard the seminar as just another experience. They will have a low skill level

in the determination of follower maturity and a low level of knowledge as to what Life Cycle Theory of Leadership and maturity is about. The group in between will have a varying degree of knowledge and skill. In most cases, the group will honestly be attempting to observe their own follower and leader behavior. They will need time to apply these new skills in other settings. The key point is that the seminar must be congruent. It must model the concepts of appropriate leader behavior and follower maturity determination.

2. The seminar is win/win. There is almost no way it cannot succeed. It is either an experience of, or an experience not of, determination of follower maturity. In the stranger groups training situation, a negative experience is a normal learning experience. For a family group a negative experience is also normal but seems a bit more threatening. Often one's diagnosis of participant interest, knowledge and skills has been completely at odds with later participant behavior. Once one individual stormed out of a seminar at lunch time, went to his work place, tested out a few ideas he had disagreed with, discovered that the ideas were not wrong, and came back, a hostile, but fully participating member. In the investigator's experience there has never been a known case of it becoming a win/lose or a lose/lose situation for leader or participant.

3. You will notice the behavior of the low and average maturity groups is generally described in some detail, whereas the description of high maturity is vague. The reason for this is best summed up by the comments of one of the first participants in a post-seminar evaluation. He said: "I am not really sure what a mature group would

look like, how it would sound, how it would behave or what the people in it would do, or what it would be like to be a member of such a mature group. I do know it wouldn't be like the groups we have been in during the last week." Stated simply: low and average maturity groups are easier to describe because that is the type of groups that are most common. This fact closely parallels the findings on the four stages of an encounter group.

This fact; i.e., that most groups are low or average in maturity level also explains the success of consistently Quadrant 1 leaders over the short run and the success of consistently Quadrant 2 leader over the short, medium and even long runs. Unfortunately, this consistent Quadrant 1 or 2 behavior may at times be in conflict with the appropriate style as determined by follower maturity level and optimization of the human potential is not accomplished.

4. People are basing their leader and follower behavior on something now. You are not introducing an either/or. You are trying for a more systematic, logical, results-oriented, examination, and practice of determination of follower maturity level based on follower behavior. You are not questioning present perceptions, although it may look like you are. You are not trying to force people to change. People will only change if they want to, if there is more reason to change than not to change. One must truthfully say, however, that there are several persons whose lives have had a dramatic change (the investigator's included) as a result of the Life Cycle Leadership Theory.

5. There are some basic areas that must be kept straight.

Quadrant behavior is exhibited by the leader. (Individual followers exhibit leadership behaviors but the followers are not in Quadrant 1 or Quadrant 3, etc.) Followers as a group and as individuals exhibit various states or levels of maturity behavior. The leader is the appointed leader. The followers are the others. The situation is the series of concentric domains within which the leaders and followers function. The task must be accomplished for effective, efficient leadership. Maturity is task specific. You have, during the seminar, demonstrated and seen a variety of ways a group can be "kept" immature. The groups of followers who understand the concept, theory, and practical applications of maturity determination and Life Cycle Leadership Theory will, as a rule, move more rapidly from an immature to a more mature state. The individual followers will recognize the group immaturity and will recognize the need for and often initiate task leadership behaviors. They also will see the advantage of a wide variety of leadership styles, for use in the wide variety of maturity levels between individuals and sub-groups. This variety of leader style will be seen as effective leadership and not as favoritism or inconsistency. Leadership behavior will be based upon the followers' demonstrated level of maturity.

6. As you (the leader) matured, you became less reliant upon this workbook. You probably started redesigning the seminar during your initial reading. As stated in the Universal Task, a number of experiences can be used for maturity determination. Your education, experience and personal orientation will influence your choices. So you see, the summary for your seminar can only be written or achieved

by you. You now have one person's ideas of how to go about it; but those are someone else's ideas and are hence external to you. Will you try to make them internal?

CHAPTER V

THE DIMENSIONS OF MATURITY

Field Experience in Maturity Determination

In the year prior to the commencement of this study, the author had been the Director of the United States Navy's Human Resources Management Pilot Program. This research and development group was selected from over 1,300 volunteers. It consisted of eleven enlisted men and thirteen officers whose purpose was to develop techniques for the improvement of the Navy through the application of the findings of the behavioral sciences. Specifically the areas of concern were: (1) drug and alcohol abuse education, and prevention; (2) cross-cultural relations; (3) race relations; and (4) human resource management.

Experiential methods of education were considered to be very practical for the intensive in-service training that appeared to be required by the Navy. At that time the author had been a member of the U.S. Navy for twenty-six years, serving in a variety of leadership positions including command of two destroyers, command of a mine sweeping division, chief staff officer of a mine sweeping squadron, and as an executive officer of a fleet oiler and of a destroyer. In addition, he saw service as a junior officer in a destroyer escort and in a combat personnel transport. Ashore, duty included four years as an assistant professor at two universities with collateral duties as a counselor to over two-hundred students, duty as an administrator on the staff of the Naval Postgraduate School, and as a student and on

the staff of the Naval War College.

The author had previously designed leadership skills learning experiences using a television taping system to record and evaluate any changing behaviors. During 1972 it was considered that a greater contribution would be an attempt towards operationalization of the Life Cycle Leadership Theory. However, before this could be done the conceptual basis of follower maturity needed to be established. The assumptions and concepts of the determination of follower maturity are based upon the investigator's education and experience prior to 1972 and upon advanced graduate research, and field experiences with various populations since that time (see Appendix C).

In developing the dimensions which follow the investigator has conducted some thirty-two seminars, workshops or leadership presentations with a total population of 778 participants. These experiences ranged from a two-hour involvement, to graduate college courses, to continuing leadership training projects. In addition, the concepts were used by the investigator in an Organizational Development intervention in a small school system, for the design of a major research project, and in the training of organizational development consultants and trainers for the United States Navy.

Methods of Maturity Determination

The investigation to this point has reviewed pertinent leadership research, has investigated and presented a concept of follower maturity as manifest follower behavior in a given situation, and has developed and presented the outline of a representative three-day

seminar that emphasizes the determination of maturity.

This measurement of maturity is crude because the concept being measured (e.g., maturity) is not yet clearly and operationally defined. In the categorization and generalizations of what has been termed maturity behavior, such behavior may be referred to as having magnitude or be discussed in terms appropriate to a nominal scale. The empirical data is not available at this time to reliably measure maturity levels. It is hoped that this conceptual study will generate interest in developing suitable instruments.

For this study, followers in either training or in situ situations generated and observed their behavior. This behavior was classified by the followers as to what might be some dimensions of maturity. The followers then determined the meaning and nuances of the dimensions to that particular group of followers as in Appendix D. Though there was a great diversity in the language and jargon between maturity level determinations by a group of high school counselors, a group of professional middle grade military personnel, a school staff, a group of leadership trainers, a group of nuns, a drug abuse prevention team, a college faculty, members of a ski patrol, etc., there appeared to be a basic agreement upon the general hierarchical nature of maturity.

This use of maturity determination based upon the behavior of a specific group was usually greatly facilitated by the use of a television taping system that permitted immediate observation of follower behaviors by the followers. The video taping system also permitted posthoc observation by the investigator. Selected groups of followers, after determining their own maturity level were able to make

generalizations about the maturity level of other groups of followers on television with a generally high degree of accuracy as to maturity level. Statistical significance was not attempted, as this was in the conceptual, developmental stage of maturity determination.

A maturity instrument (Appendix E) was usually used in the field conceptualization of maturity level. Statistical reliability and validity was not the purpose but rather generalizations as to the general levels of aspects of maturity behavior manifested by followers as determined by the followers and the investigator. Another purpose of the maturity instrument was to focus attention of the followers on aspects that might be considered maturity dimensions. There was no attempt to quantify scores or maturity level perceptions directly to the maturity scale; i.e., a rating of 1 to 3 being low; 4 to 6, average, and 7 to 9 reflecting a high maturity level. At the time such an effort would have been precipitous. What appeared feasible was a subjective judgment or determination of maturity by the investigator.

Analysis of data and information elicited by live observation, by follower analyses of follower behavior, by follower determination of follower maturity, by posthoc observation of video tapes, by review of the literature and by limited discussion with other investigators was the basic method used by the investigator to develop the verbal and non-verbal dimensions of maturity and the level of maturity.

Other Methods

A more quantifiable approach of level determination was attempted and discarded because of the complexity and the difficulty in quantifying

the observations. Consider, for example, the complexity of six persons in a group and ten dimensions of maturity, a determination of maturity level on ten dimensions by the determination of level for each person and a cumulative determination of level for the group.

In this study the investigator used a method that might most easily be explained as analogous to decision making models in groups. The first type decision making being a "plop" where an idea is put forward and nothing happens (obvious low verbal and non-verbal indications of maturity). The next type is when one person "takes charge" and makes the decisions or take necessary action (again, low level maturity). Next there is a linking process between two or more persons (low maturity level moving to low average maturity). Then there is a discussion, voting, logical approach. This is low average to average maturity level. High maturity would be in true consensus. In this analogy the degree of involvement or lack of involvement would be indicated by verbal and non-verbal behaviors.

Another example of the concept of quantification would be to take a specific dimension of maturity; i.e., Achievement, and a given number of followers; i.e., six, and ask some specific maturity level questions. Does mature behavior of one individual and immature behavior of five individuals equal a low maturity level of followers' maturity, or an average maturity level? Do three highly mature individuals and three immature individuals (on a given task, by observation of manifested behavior) equal a low or an average, or high level of maturity?

In partial answer to such a quantifiable approach the investigator

and follower participants of groups tried to use the rule that unless all persons gave some verbal or non-verbal indications of a high maturity level, the level was considered average. For low follower maturity and average maturity levels the majority ruled; i.e., four out of six individuals' low level observations made the determination low. Four out of six individual average level observations made the determination average level. It is obvious that this method is subjective. Compounding the problems of this type of quantifiable approach is that, for the majority of the time during a task, a group of followers might exhibit one type of behavior indicative of one level of maturity and for another time period of the task exhibit an entirely different level.

In general, the investigator and participants could very easily establish low levels of maturity behavior. With some difficulty average levels could be established and substantiated, particularly through use of the video tapes. High levels of follower maturity appear to be difficult to establish. High levels of follower maturity appear to be a relatively rare phenomenon, becoming more so as the size of the group, and the scope or difficulty of task, increases. If one merely takes the bell shaped curve of Life Cycle Leadership Theory and uses it as a normal distribution and applies the bench marks of low, average, and high maturity levels at $+1$ and -1 standard deviations, then approximately 85% of the follower groups and followers are in low and average maturity levels.

Further, there are, for this study, ten dimensions of maturity. There is the problem of followers being observed on one maturity level

on one dimension and on another level for other dimensions. Again, how does one determine an overall maturity? This complication alone may at least partially explain the apparent success of the Hersey and Blanchard (1975) definition and use of only three maturity dimensions. The investigator and participants made subjective judgments as to overall follower maturity dimensions.

These problems do point out another value of instruments such as the Telemetrics Systems Team Effectiveness Survey (1972), the United States Navy Step One Seminar Critique Sheets (Young 1972), etc., as focusing devices.

Observation and categorizing systems such as Galloway's (1967) and Cheffers' et.al. (1974) could be coupled with the technology of the video tape recorder and the computer to provide the empirical data for a statistical analysis of follower maturity level determination. Herbert and Attridge (1975) provide an excellent guide for users and developers of observation systems.

The Dimension of Maturity

This investigation will now set forth maturity concepts in behavioral terms. Each of this investigator's developed maturity dimensions based upon the Hersey and Blanchard (1972), and Argyris (1957) maturity dimensions will be presented in terms of degree of level of maturity; i.e., low, average or high. Observable follower behaviors (sometimes quantifiable, sometimes not), will be presented from the point of the mentioned limited instrumentation. The investigator's bias in making determinations is a major limitation of this

study. Chapter IV, the handbook of maturity learning experiences, permits anyone who so desires to test or explore the behavioral maturity concepts developed.

This presentation cannot be the definitive presentation of follower maturity behavior determination. Rather it is a first presentation of follower maturity behavior determination. The essence of Hersey and Blanchard's (1972) maturity continuum is threefold: Achievement, Responsibility, Experience. The Argyris (1957) trends adapted by the investigator are: Activity, Dependence, Variety, Interests, Perspective, Position, Awareness.

The investigator has placed all dimensions on a continuum. This continuum assumes that, for follower behavior purposes, the attributes, and aspects of individual personality are applicable to the followers as a group, a practice noted in group theory. (Likert 1961) This assumption having been made, one can then make the further generalization that Hersey and Blanchard's, and Argyris' dimensions are descriptive of basic multidimensional developmental processes along which the maturity of followers may be observed. Every group at any given moment in time can have a degree of maturity plotted within these dimensions. Maturity may now be defined more precisely as the followers' plotted profile along the developed dimensions.

Maturity level, then, becomes the degree to which follower behavior is observed in verbal and non-verbal manifestations in these more (though not completely) mutually exclusive dimensions. The format for the determination of maturity level determination developed over a two-year period is:

Dimension of Behavior:

Definition:

Verbal maturity level indicators

Low

Average

High

Non-verbal maturity level indicators

Low

Average

High

Comments on the dimension of maturity:

The study reported in this chapter is derived from attempts at operationalization of the maturity aspects of the Life Cycle Leadership Theory in both educational and field situations. See Appendix F for the major influences in this conceptualization. Providing a leader with an understanding of relationships between effective style and level of maturity is a basic key to effective leadership. Verbal statements representing each level of maturity taken from recordings are given as examples of graduated verbal and non-verbal behaviors. The developed dimensions of maturity behavior are:

1. Achievement
2. Responsibility
3. Experience
4. Activity
5. Dependence
6. Variety

7. Interests
8. Perspective
9. Position
10. Awareness

1. Dimension of Behavior: Achievement

Definition

Achievement: To bring to a successful conclusion, to attain a desired end or aim. A result brought about by resolve persistence or endeavor. Motivation: A need or a desire that causes a person to act.

A continuum from lesser to greater.

Achievement Verbal Maturity Level Indicators

Low

1. "This is what the paper said." 2. "This is the goal." 3. "I don't care what you think the goal is." 4. "Score or points is the important thing." 5. "Before we can do anything we have to get to know each other." 6. "Well, let's ask what we are supposed to do." 7. "We decided once." 8. "Keep going." 9. "If we take time for that now we won't finish."

Average

1. "Let's see where we are." 2. "I think we can change." 3. "We may be working toward the same goal." 4. "Keep going, we can't change now." 5. "It's a good way to beat the other teams." 6. "I think this may be the goal." 7. "What do you see as the goal?" 8. "What do you

think is best for scores?" 9. "Our goal is this, I don't care what the organization wants." 10. "I am interested in your goal and how you feel, but only as it affects what we are doing."

High

1. "Here's how I see it." 2. "We can consider anything." 3. "It's time to review where we are and where we are going." 4. "We need to continually review progress." 5. "Let's review or reaffirm our goals." 6. "That's a wild idea but I like it." 7. "Let's negotiate our goals with the institution." 8. "What do we want as our goal?" 9. "I think our goal is more important than what they say, but we have a responsibility to their goal, too."

Achievement Non-Verbal Maturity Level Indicators

Low

Followers: 1. Keep at task. 2. Don't listen to new ideas. 3. Commence working immediately. 4. Sub-group on irrelevant task. 5. Are unresponsive to others. 6. Are inattentive. 7. Are sealed off. 8. Exhibit incongruent behaviors. 9. Do not start task.

Average

Followers: 1. Exhibit generally congruent behavior. 2. Commence working on some set of goals. 3. Sub-group on tangential tasks. 3. Encourage each other, smile, wink, have some new ideas, but stay mostly with original plan. 5. Have coats open. 4. Listen to others' ideas.

High

Followers: 1. Put hands on hips. 2. Lean forward. 3. Have coat off, shoes off, "stripped for action." 4. Pitch in and help. 5. Do not laugh at way out suggestions or ideas. 6. Sub-group on primary tasks. 7. Are open to new ideas, new goals. 8. Exhibit congruent behavior.

Comments

Achievement appears to be the keystone for maturity behavior. McBer (1970) lists an achievement process that could include setting initial goals, anticipating problems and risks, planning and taking moderate risk actions, obtaining necessary information for task completion, reviewing programs, and revising. There should be a system for evaluation for achievement. What will the accomplished task look like when it is achieved?

The quality of task achievement appears to increase, or at least remain the same, as followers mature. The observer is looking for behaviors, either verbal or non-verbal, in which the followers take individual and group responsibility; seek concrete feedback; attempt creative or innovative solutions; attempt to out perform other groups; attempt to set and meet self-imposed standards; and use power or affiliation to accomplish assigned task. (These are based upon McClelland's (1953, 1961) research regarding achievement motivation.) Only in rare cases could a group of followers be considered mature if they did not accomplish the assigned task and did not first negotiate that fact with the organization. This is a case where the followers, on the basis of

information available only to them and not the leader or parent organization, choose an alternate task. In field situations where such is likely to happen, the followers are generally given only the broadest tasks. In field situations there is often a conflict between short-range goals and long-range goals. As Forrester (1971) points out, the short-range goal may be in direct opposition to the long-range goal. This, of course, complicates the problem in making a maturity judgment. One good indicator of average to high maturity appears to be when the followers recognize the difference between their short- and long-range goals.

Probably the most difficult problem of all in using achievement as the basis for maturity determination is that in the majority of field situations, there is no right or correct answer such as exists in training situations. Organization development programs try to solve this problem by getting everyone to share at least a "common vision" of where the enterprise should be going. Another effective way is to create a good strategy and goal and then build a series of guidelines or steps along the way. The followers then can determine how well they are meeting the milestones. If the group is mature enough, they may offer considerable input as to what both the grand strategy and steps could be. To attempt the same activity with an immature group will only increase their confusion and immaturity.

The mature followers will be effective and efficient. They will expend effort and resources in comparable measure to the goal to be attained. The mature group of followers will recognize the time limitations that are placed upon tasks.

It would appear that most groups achieve at levels below their potential but high enough for survival. A movement towards more fully accomplishing long- and short-range goals (in terms of potential) could be a determination as to the effectiveness of leader behavior based upon group maturity level.

2. Dimension of Behavior: Responsibility

Definition

Responsibility: Liable to be called upon to answer as the primary cause, nature or agent; able to answer for one's conduct and obligations. Willingness: Inclined or favorably disposed in mind; done, borne, or accepted by choice or without reluctance. Ability: The quality of being able; the physical, mental or legal power to perform, having sufficient power, skill or resources to accomplish an object.

A continuum from lesser to greater.

Responsibility Verbal Maturity Level Indicators

Low

1. "May we do this?"
2. "I don't think I can do this."
3. "Whose idea is this?"
4. "What should we do?"
5. "Who wants us to do this?"
6. "It's George's idea, not mine."
7. "Can we get hurt doing that?"
8. "You choose!"
9. "It's not my fault."
10. "You made me."
11. "Why me?"

Average

1. "I think we can do it."
2. "Who can do this?"
3. "What is

the talent of our team?" 4. "Here's an idea." 5. "How about doing this?" 6. "Can we do this?" 7. "Let's think about George's idea." 8. "We might get hurt doing that." 9. "Let's talk about this or vote on it." 10. "We could have tried another way." 11. "Nobody made me." 12. "I'm used to being misunderstood."

High

1. "We can do it." 2. "I am not good at that, but I can do this." 3. "These are the skills of our group." 4. "I like his idea." 5. "Let's do this." 6. "We can do this." 7. "I want to do George's idea." 8. "I don't care if we get hurt or not." 9. "Let's talk it out." 10. "It was a good choice. We stand by it." 11. "We wanted to."

Responsibility Non-Verbal Maturity Level Indicators

Low

Followers: 1. Draw back from group. 2. Are fragmented. 3. Do not participate. 4. Hidden. 5. Sneer. 6. One member speaks for group. 7. "I am not mad" (though red-faced). 8. Exhibit closed arm and hand movement. 9. Hold back.

Average

Followers: 1. Some in/some out. 2. Sub-group. 3. One or two members speak. 4. Exhibit pats, strokes of encouragement and agreement. 5. Exhibit support of choice.

High

- Followers: 1. Are into group. 2. Move in general as a group.
 3. Reinforce each other. 4. Exhibit spontaneous support of members.

Comments

The willingness and ability to take responsibility is the second of Hersey and Blanchard (1972) concepts of maturity behavior. The leader will note in other dimensions of behavior that "responsibility" appears frequently in the definition or in the comments. Some authors have held that the concept of individual or group responsibility is no longer appropriate in our complex society. The definition of the situation as a series of concentric circles within which the leader and follower act, indicates that there is always some degree of direct responsibility. It also indicates that the impact of exercising that responsibility may diminish as the action is difused through its concentric circles, it also may gain strength as it spreads.

Willingness to take responsibility is frequently expressed in here and now statements: "I statements." With the followers accepting ownership of group problems, and by the followers being supportive of other members verbally by statements like "right on" and by physically remaining with the other followers. One or more members of a group may disassociate themselves with what is happening in the group by subgrouping, speaking of other things and frequently by using humor to avoid taking responsibility for what is happening.

The ability to take responsibility is one of those items that have to be proven, although certificates, diplomas and the like are

indicative of ability. There are also legal problems stated in the definition. The leader frequently cannot exempt himself of legal responsibility and the followers cannot assume certain responsibilities. Mature followers operate within these rules, while trying to change them if it is truly beneficial for task accomplishment to do so.

3. Dimension of Behavior: Experience

Definitions

Task: An assigned piece of work often to be finished within a certain time. Task implies work imposed by a teacher or employer or circumstance. Experience: The conscious perception or apprehension of reality or of an external bodily or psychic event, something personally encountered, undergone or lived through. Education: To develop mentally and morally. The knowledge and process resulting from an educational process.

A continuum from lesser to greater task relevant experience.

Experience Verbal Maturity Level Indicators

Low

1. "What does this mean?"
2. "I don't understand this."
3. "This task isn't clear."
4. "What are we supposed to do here?"
5. "We don't have near enough time to do this."
6. "This is too big a job for us."
7. "We don't have the resources to start on this."
8. "This isn't a routine item. What is this?"
9. "I know what this is" (when I don't).
10. "That's your job" (stereotyping).

Average

1. "There are a couple of interpretations of this task."
2. "Here's what I think it means." 3. "I've never seen anything like this before." 4. "We haven't been taught to do this kind of thing."
5. "We don't have time to do it the way I know how." 6. "This is almost a routine procedure." 7. "Do you know?" 8. "I've seen things like this before." 9. "Who knows about this?" 10. "I know a little about this." 11. "You have done this before in your job, can you help any?" 12. "Here's some ideas."

High

1. "We have done this before." 2. "We learned that the first task." 3. "You were wrong before, but I think you are right now."
4. "I don't know anything about this, I don't know what I can contribute." 5. "Let's do this." 6. "We can plan our time and get the job done." 7. "I know something about this." 8. "We can figure out what it is to do with what we know." 9. "Let's review the problem." 10. "I don't know about this" (when I don't).

Experience Non-Verbal Maturity Level IndicatorsLow

- Followers: 1. Have no comments. 2. Are defensive (folded arms). 3. Have little or no eye contact. 4. Give a pretense of working at task. 5. Are busy working on unrelated task. 6. Do not pay attention to idea. 7. Exhibit actions to reject. 8. Frown. 9. Exhibit incongruent behavior between the verbal message and the content; for example,

"we want to hear what you can offer" (while turning away). 10. Have restricted body movement.

Average

Followers: 1. Show appropriate bodily movement. 2. Work at a similar task. 3. Have minimum eye contact. 4. Do fewer non-task-related activities. 5. Listen (bodily) to others' ideas. 6. Exhibit some smiles, encouragement. 7. Question, raise eyebrows. 8. Show more reasonable congruity between non-verbals and message content. 9. Draw or make gestures freely to express ideas.

High

Followers: 1. Are physically present. 2. Are reflective of others' content. 3. Are acceptant of ideas and knowledge whatever the source. 4. Focus inside of group for resources. 5. Respond appropriately to others.

Comments

Task relevant education and experience is the third of the Hersey and Blanchard (1972) concepts of maturity. The task relevant education and/or experience frequently determines the ability of group to accept responsibility. In a fundamental sense, it may control the ability or potential of the follower in terms of achievement of tasks. To assemble a computer may be beyond the capabilities of a group of followers. The hiring of a person to assemble a computer may not be.

Followers very rarely make any inventory or search of task

relevant education and experience of the members. The degree to which a group does this consciously may be an excellent indicator of maturity. In his discussion of highly effective teams or groups, Likert (1961) bases much of the ability of a group upon being supportive. The ability to be supportive appears to be a learned skill. Experience and education may be thought of in terms of membership skills (Berlew 1972) or follower skills. In the field situation the followers usually have the experience and education necessary to accomplish the task; if they don't, a mature group is aware of the fact and takes steps to correct it. Most times ideas, knowledge, insights that emerge in a group are judged, not on merit, but rather on source. A measure of follower maturity is the degree to which the education and experience of all its members is utilized.

Experience and education of the followers can often be considered a long-range goal of a mature group of followers. Specific efforts are made to provide training and education of followers as part of the whole process of task achievement. Frequently what amounts to in-service training programs are established spontaneously within the follower group by the followers in training situations. In the field, formal in-service training may be originated by the leader or the followers.

4. Dimension of Behavior: Activity

Definition

Active: Characterized by action rather than by contemplation or speculation. Action often implies a process that involves more than

one step or is continuous or is capable of repletion. (Websters 1971)

Passive: Receptive to outside impressions or influences, not active or operating.

A continuum from passive to active.

Activity Verbal Maturity Level Indicators

Low

1. "What does the instructor say?"
2. "I don't care."
3. "It doesn't matter to me."
3. "Who's the leader? That's your job."
4. "What do you want?"

Average

1. "What do you think we should do?"
2. "Here are some things we could try."
3. "Whatever you say."
4. "I'm ready if you are."
5. "I don't care about that part."
6. "You two have a good idea, let's try that."
7. "Let's check with the instructor."
8. "I don't think we can do that, let's ask."
8. "We need you on this."

High

1. "What we want to do is this."
2. "We want to. . ."
3. "Let's work something out with the institution so we can both be happy."
4. "We are going to do that."
5. "This time we will do it this way."

Activity Non-Verbal Maturity Level IndicatorsLow

Followers: 1. Exhibit incongruent behavior between verbal and non-verbal. 2. Are quiet--little or no task related noise. 3. Stay where put. 4. Are silent, show defensive measures, lean back and listen. 5. One or two members of group dominate conversation; give orders, etc. 6. Point or direct with hands or arms. 7. Shout. 8. Are unresponsive to others.

Average

Followers: 1. Show more congruent non-verbals. 2. Sub-group about task, or away from task. 3. Show moderate participation by all of group. 4. Move (physically) to join or link. 5. Gather around. 6. Show some responsiveness.

High

Followers: 1. Are very congruent. 2. Show movement appropriate to group's purpose. 3. Show individual body movement appropriate to task. 4. Are completely responsive to others in group.

Comments

The active-passive continuum is not as simple to evaluate as one might think. Usually groups will be pseudo-active with much activity that has little to do with the task. Next, one or two members will assume internal (to the group) leadership. These one or two will be quite active and the remainder of the group will be passive. The

group is still at a low level of group maturity. In field work, since the task is being accomplished, the tendency is to treat the group as if the group was as mature as the one or two individuals. The maturity level appears high as task continues to be accomplished. The danger is that the one or two individuals may leave the group or the group be assigned tasks where these individuals do not have the necessary education or experience (though someone else in the group may) to accomplish the task. In the training situation this can become quite evident with changing groups and tasks. In field work, major or minor disasters can follow an inappropriate maturity determination. It is group maturity, not individual maturity that is the basis of Life Cycle Leadership Theory. Further, there is apparently such a behavior as being actively passive, as in active listening. The key appears to be an active choice on the part of the members of the group to be passive. One instant of observation is not sufficient to determine active-passive dimensions. Active-passive is more of a climate over a period of time under consideration. Unfortunately when there is no set period time for a "climate" to be observed, numerous observations need be made.

Interaction techniques such as observation of video tapes, tallies of passive-active verbals and non-verbals would appear to be appropriate directions for further research. The following are active-passive descriptions from training situations. Passive: quiet, non-resistant, dormant, inactive, inert, stationary, subdued, unemotional, unprepared, untouched, unstirred, indifferent, reserved, sluggish, submissive, dull, plain. Active: motion, movement, energetic, animated, brisk, movement, quick, alert, about, ready, industrious,

zealous, eager, diligent, spirited, persistent, exertion, bustle,
going, being, doing, pitch-in, work with, relevant, sharp, vivacious.

5. Dimension of Behavior: Dependence

Definition

Dependence: The state or quality of being influenced by, or
subject to another.

A continuum from dependent to independent.

Dependence Verbal Maturity Level Indicators

Low

1. "What's required?" 2. "Is this what we are supposed to do?
What are we supposed to do?" 3. "May we do that?" 4. "We can't do
that, it doesn't say so." 5. "What?" 6. "Why this?" 7. "We must do
this."

Average

1. "Can we do that?" 2. "Do it if you want to." 3. "We changed
our minds." 4. "What are we doing?" 5. "Are we doing it right?"
6. "Why are we doing this?" 7. "What are the options?" 8. "Can we
change that?" 9. "Is this an option?"

High

1. "This is what we will do." 2. "We can do it." 3. "You can
do it if you want to." 4. "Here's the plan and this is the product."

Dependence Non-Verbal Maturity Level Indicators

Low

Followers: 1. Show automatic execution of orders. 2. Remain where seated, placed or put. 3. Link with loudest talker, or power person in group. 4. Follow physically whoever leads. 5. Withdraw from activity. 6. Ignore others.

Average

Followers: 1. Show moderately congruent behavior. 2. Go get required materials. 3. Bodily refuse to carry out leader's orders. 4. Move to link with others. 5. Participate in activity for participation's sake. 6. Move away from one who has dominated in the past. 7. Are supportive of others, smile, nod.

High

Followers: 1. Exhibit movement appropriate to task accomplishment. 2. Stand on own two feet, defend ideas.

Comments

This dimension of Dependence is one of the more difficult to describe because it appears upon so many levels within the followers' interpersonal relationships with the leader and with each other. The emphasis here is placed upon the dependence or independence of the follower from the appointed leader, with only tangential interest from those followers who attempt to displace the appointed leader.

The very nature of the dependence dimension also causes difficulty.

By definition it is the quality of being influenced or subject to another, which is almost the definition of being a follower. Much dependency seems to be self-imposed and does not truly originate from the leader or situation. Some of the most disciplined institutions such as the church or the military have used the very structured dependency to promote a fuller freedom or independence.

The nature of the mature group of followers would seem to be that they are operating to the full limits of their independence within the organization or institution, while simultaneously seeking to expand their independence with a responsible negotiation with the system. Most followers, when seeking independence, do not consider the other elements of maturity behavior. For example, Responsibility, Experience, and Perspective might indicate that a revolution is not the mature behavior. The following lists from field experience contain similar political overtones: Independent: self-reliant, optional, franchised, self-sufficient, self-determinant, judge, autonomy, discriminate inward control, option, free, discretion, liberal, loose, unconstrained, uncompelled optional, choice, determination, changing, preferential, unhindered, voluntary, select. Dependent: not free, unenfranchised, (sic.) shackled, patterned, outward control, controlled, unthinking, unchanging, constrained, forced, compelled, mandatory, conditional, ordered.

6. Dimension of Behavior: Variety

Definition

Behavior: To act, conduct, or process; effort, doing, plan, transact, execute, deal. Variety: The quality or state from few

behaviors to many and varied.

A continuum from lesser to greater.

Variety Verbal Maturity Level Indicators

Low

1. "Let's do it like we did last time." 2. "There is only one way to do this." 3. "You count up, you're good at that." 4. "Here's the way." 5. "This is the same." 6. "Here we go again." 7. "The same old thing." 8. "I know what's going to happen." 9. "What difference does it make, we can't change anything."

Average

1. "Here's a way for consideration." 2. "What are some other ways?" 3. "Let's list the ways." 4. "What the real problem this time." 5. "Who knows about this?" 6. "Let's change what we did before." 7. "Here's what is expected." 8. "There are a lot of ways to go about this."

High

1. "Let's start this way, we can change later." 2. "This just doesn't look like the other problem, this is different." 3. "I know what I said last time. I want to change my mind." 4. "We are not locked into one way." 5. "That's fine, let's do it another way now." 6. "We can blend everyone's ideas into this."

Variety Non-Verbal Maturity Level Indicators

Low

Followers: 1. Show restricted movement. 2. Act same as first time; i.e., as if no time had passed. 3. Have very general comments. 4. Exhibit incongruent behaviors. 5. Treat major and minor issues the same. 6. Are oblivious to others' emotions or content. 7. Are tired or fatigued. 8. Show perfunctory actions.

Average

Followers: 1. Show a change toward behavior more appropriate; i.e., laugh if humorous, are serious if topic is serious. 2. Have varied eye contact. 3. Do fewer non-related activities. 4. Open up more. 5. Display more types of non-verbals.

High

Followers: 1. Exhibit behavior that is generally unpredictable but highly relevant to the task. 2. Are physically present and involved.

Comments

The variety of behaviors that a group of followers are capable of and which they exhibit can be a crucial item. For it is a mature group capable of behaving in a variety of ways that can make up for the leader's mistakes in maturity diagnosis and leadership actions or inactions. The mature followers can react in a variety of ways. The mature followers are capable of change; they are capable of different responses; they are not locked into one solution (although that solution

may have been a very good one before). The immature group of followers present a stereotyped behavior in the field situation. They are socialized (Schien 1971) into their response. Much of their behavior is not based upon the present facts and present situation, but upon the past. Their response is predictable, one set of immature followers being interchangeable with another set. The following descriptive words are from field experience in which followers described their own behavior on the "Variety" dimension: Many: numerous, varieties, several, countless, endless, numberless, differential, lots, variety, different, diverse, multitude, changeable, modifiable, assorted, unfixed, other, vary, contrast, heterogeneous, varied. Few: stereotype, inadequate, encultured, socialized, limited expectations, same, not, similarity, "two or three," scarcity, bare, stinted, impotent, exhausted, thin, perfunctory, predictable, fixed, repetitious.

7. Dimension of Behavior: Interests

Definition

Interest: Readiness to be concerned with or moved by an object or class of objects. Right, title or legal share in something, participation in advantage and responsibility.

A continuum from weak and few to strong and varied interests.

Interest Verbal Maturity Level Indicators

Low

1. "This is foolish." 2. "I'm not interested in this." 3. "What is this about?" 4. "I don't see the point." 5. "This doesn't appeal

to me." 6. "This doesn't interest me."

Average

1. "Let's give this a try." 2. "This might be important."
3. "I'm not interested in this." 4. "There must be some reason for this." 5. "I can see some value." 6. "Let's see if we can find out."
7. "Let's talk it out."

High

1. "I feel strongly about this." 2. "This is an important part."
3. "We should try to give this a chance." 4. "I learned something last time." 5. "We can decide the value to us." 6. "I'm interested in this."

Interest Non-Verbal Maturity Level Indicators

Low

Followers: 1. Are aloof. 2. Pay no attention to task. 3. Show incongruent behaviors. 4. Question for sake of questioning. 4. Exhibit closed body posture, folded arms, etc.

Average

Followers: 1. Pay some attention to task. 2. Show some attention to others. 3. Generally attend to task, leaning into group. 4. Are responsive to others' comments with smiles, nods. 5. Ask relevant questions.

High

- Followers: 1. Exhibit appropriate body movement for task.
2. Physically move to points of interest.

Comments

The leadership literature supports the fact that people change only as they are interested or see a reason to (Beckhard 1969; Schien 1971; Fiedler 1971) or if there is more of a reason to change than not to change.

One of the most common phenomena of working with a group of followers, in this case concerning leadership, is their demonstrated lack of interest in the topic. For example, a group may be supposedly interested in maturity determination, yet they talk of other things. Their interest is really in doing what they were told in "attending" that session. The easiest mark of immature people is that "they are not interested in anything." The same applies to a group of followers. The determination of maturity is the degree to which the group moves from erratic and shallow interests to deep, strong interests. The following are some words and phrases used by groups of followers in describing their own behavior: Deep: obscure, intensity, extent, thoroughness, completeness, powerful, solid, firm, durable, concentrated, responsible, brisk, forceful, convincing, energetic. Shallow: superficial, slight, trivial, flimsy, unfounded, flighty, inane, stoic, humble, eccentric, peculiar, uncertain, changeable, will-o'-the-wisp, no cause, lack of cause.

8. Dimension of Behavior: Perspective

Definition

Perspective: The aspect in which a subject or its parts are mentally arrayed. Time: The measurable period during which an action, process, or condition exists or continues.

A continuum from short- to long-time perspective.

Perspective Verbal Maturity Level Indicators

Low

1. "Start!"
2. "Let's get it over with."
3. "Let's get going on this."
4. "Don't spend a bunch of time talking about it, let's go!"
5. "I don't care about that, I want to start."
6. "This doesn't fit here."
7. "This is too petty for me to do."
8. "I don't like this."
9. "Let's talk it over."

Average

1. "We haven't got enough prepared to do it."
2. "Where does this fit?"
3. "We have enough preparation to try to do it."
4. "Here is a plan."
5. "Does this fit into big picture?"
6. "This might fit."
7. "I don't see how it is supposed to help but I am willing."
8. "We can accept that."

High

1. "What's the pay-off for us in the long run?"
2. "This is what we can do."
3. "Here's how this fits into the big picture."

Perspective Non-Verbal Maturity Level Indicators

Low

Followers: 1. Show inertia. 2. Leave (actual or preparatory). 3. Are on edge of chair. 4. Start automatically on task. 5. Show incongruent behavior. 6. Have brief, curt comments. 7. Are insensitive to others.

Average

Followers: 1. Remain a while to work on task. 2. Show moderately congruent behavior. 3. Pay some attention to others. 4. Have moderate length in discussion with others (longer than perfunctory curt comments).

High

Followers: 1. Remain after required time to complete task. 2. Are comfortable in surroundings. 3. Show congruent behavior.

Comments

Time perspective may be most closely related to goals; i.e., long or short range. But whereas goals imply the accomplishment of something, time perspective means the way that the activity is viewed. A group of followers can approach something from a "this is a one time short shot, let's get it over with" attitude to a more long-range viewpoint: "There is something in this that is part of something bigger, this all fits in, or can be made to fit in."

It would appear that the short-time perspective, called the "quick fix," can in the long run be quite harmful. A series of short

time, quick fixes can in fact destroy the possibility of a long run. The long range time perspective seems to give more leniency and flexibility to follower behavior. The case for time perspective as a completely distinct dimension of follower behavior is not as strong as with the other dimensions. It implies more of a mental set or approach by the followers. The following are words and phrases used by follower groups to describe their perception of their perspective: Long: extending, beyond the usual, extending into future, extending beyond what is known, protracted, overall, reach to, in perspective. Short: understaffed, brief, littleness, abridge, concise, compressed, curt, succinct, brief, expeditors, not up to, deprive of completeness.

9. Dimension of Behavior: Position

Definition

Position: Social rank or status (situation, placement).

Ranging on a continuum from subordinate to equal.

Position Verbal Maturity Level Indicators

Low

1. "May I?"
2. "I'm the leader and I say."
3. "You shut up."
4. "It's not your place."
5. "May we?"
6. "You be the boss."
7. "Do it my way or pay the penalty."
8. "I could care less."
9. "You do that, you do that, and I do this."

Average

1. "Could I?" 2. "Could we?" 3. "You're not my boss." 4. "Let's discuss the issue." 5. "Let's vote." 6. "Just tally up the scores." 7. "Majority rules." 8. "That's o.k. for in here, but how about outside?" 9. "I'm interested in what you say."

High

1. "We will." 2. "I don't care if you are the boss, you are wrong about this." 3. "Everyone's ideas are being considered." 4. "I'll step aside if there is a better way." 5. "It's agreed to split up and work separately." 6. "I trust what you say. I don't need to go over it."

Position Non-Verbal Maturity Level IndicatorsLow

- Followers: 1. Speak only when spoken to. 2. Dominate conversation. 3. Yell someone down. 4. Do not share equal "air time." 5. Step on or interrupt. 6. One standing over other. 7. Show incongruent behavior. 8. Frown, scowl, or exhibit threatening glances. 9. Are inattentive, do not watch others, glance away. 10. Point or direct others.

Average

- Followers: 1. Show parity of position (not one standing over others). 2. Use voting process, share equal air time. 3. Pick spokesman, then abandon him/her. 4. Have humorous exchange of roles. 5. Have

some encouragement or praise of others. 6. Exhibit relatively few threatening glances and comments. 7. Look quizzical.

High

Followers: 1. Appropriate air time. 2. Sub-divide to accomplish task. 3. Pick leader and back up choice. 4. Rotate roles. 5. Have leadership roles and positions appropriate to the task. 6. Exhibit congruent behavior. 7. Show cheerful enthusiasm. 8. Display liking and acceptance, with hugs, pats, touching, handshakes.

Comments

By definition the followers are those who are not the designated leader. In theory then all should be equal as followers, obviously this is not the case. Followers bring with them and have attributed to them positional and personal power by other followers. Projections of some writers indicate the most prevalent type of leadership and decision making of the future will be collegial. (Schmidt 1970; Delaney 1971)

Life Cycle Theory of Leadership also requires that as the maturity level of the followers increases, the task and relationship behavior necessary for task accomplishment is displayed by the followers (to that point it had been leader behavior).

The most important measurement of maturity level is the followers' abilities to base position and leadership action upon the specific task at hand. The best idea should be used, no matter who the originator. Rank structure or placement of the followers is based upon the task.

This does not mean that the president of the company is not the president although for a specific task his most appropriate behavior might be to answer the question of a very junior computer programmer.

The literature supports a very strong leader in times of crisis, such as Britain's Churchill. The leader is maturely given almost dictatorial powers because of the need for rapid, consistent decision making in crisis situations under duress of time. When the crisis is past the mature followers restore their own peer position.

10. Dimension of Behavior: Awareness

Definition

Awareness: Perception and diligence in observance and drawing inferences from what one learns, sees, or hears.

A continuum from lack of awareness to awareness.

Awareness Verbal Maturity Level Indicators

Low

1. "What's happening?" 2. "What are you doing?" 3. "What am I doing?"

Average

1. "Why are we doing this?" 2. "I think I see what you mean."
3. "Let's look at what is happening." 4. "Who knows something about this?" 5. "I would like to. . ." 6. "Have you thought about. . . ?"
7. "I would like to hear how you feel about this." 8. "I thought this is what we did before."

High

1. "What we are doing is. . ."
2. "I understand, I want to. . ."
3. "From what we did before this applies."
4. "We are ready for this."
5. "We are not ready for this."
6. "I see what you mean."

Awareness Non-Verbal Maturity Level IndicatorsLow

- Followers:
1. Leave group.
 2. Show no reaction to others or own feelings.
 3. Place hands over mouth or ears.
 4. Turn away.
 5. Utter terse comments.

Average

- Followers:
1. Are somewhat congruent.
 2. Actively watch others.
 3. Express own feelings.
 4. Show moderate reaction to others.
 5. Have general eye contact.

High

- Followers:
1. Are congruent.
 2. Express feelings.
 3. Exhibit appropriate movement.

Comments

The lack of awareness of a group of followers to their own activities parallels the general lack of awareness and sense of control most individuals exhibit in their behavior. Gestalt psychology (Perls, Hefferline and Goodman 1951) and education of the self (Weinstein 1970) have specifically tried to address this lack of awareness of individuals

and groups.

The psychological expression of "here and now" is most appropriate to the behaviors of followers. Immature followers do not even see themselves in a here and now situation. In truth, they usually have had little training in awareness, of how they feel as individuals and how they are affecting each other as members of the group of followers. Average maturity followers have a general awareness of themselves as a group and of the degree of control that they are able to exercise. The following words or phrases are those a field group have used to describe their own awareness: Aware: perceptive, observing, sufficient, competence, commensurate, valid, knowing, cognizant, informed, alert to, knowledgeable, perceptive, insight, understanding, recognize. Lack: missing, short, absence, deficient, need, incompetent, inadequate, flaccid, death, devoid, paucity, incompleteness, inexperience, no conception, unknowing, unwitting, shallow, empty.

Summary

These, then, are the dimensions of follower behavior in terms of maturity:

- Achievement
- Experience
- Responsibility
- Activity
- Dependence
- Variety
- Interest

- Perspective
- Position
- Awareness

The behavior of any group may be described as to the degree or level of behavior exhibited. With such a diagnosis the leader has taken a first step towards effective leader behavior that is appropriate to follower maturity.

C H A P T E R V I

SUMMARY, LIMITATIONS, IMPLICATIONS

This study makes steps towards an operationalization of Life Cycle Leadership Theory by: 1) Developing a conceptual and behavioral determination of the dimensions and levels of follower maturity, and 2) By designing a seminar that applies the developed concepts and methods both in design and in seminar execution.

Summary

In Life Cycle Leadership Theory, effective leader behavior is based upon various levels of follower maturity. (Hersey and Blanchard 1972) The problem is: "How do you determine the different levels of follower maturity?" Field application of Life Cycle Leadership Theory is limited unless there is a determination of follower maturity.

The behavior of leaders has occupied the central role in most conceptualizations of leadership. The social science literature contains literally hundreds of volumes on the subject of leadership. Most empirical and theoretical analyses emphasize the behavior of leaders and attempt to relate leader behavior to various measures of organizational effectiveness. However, leader behavior should be viewed as only one element of leadership. Followers and the situation variables have not been the subject of a significant number of methodologically appropriate studies. The current scarcity of research using a conceptual scheme including leader, follower, and situational variables is, in fact, so limited that Campbell, et.al. state that the area is

"relatively data free." (1970, p. 385)

The literature of leadership is generally considered to follow the flow: The Great Man Theory--leaders are born, not made; the Trait Approach--leaders differ from followers in certain characteristics; the Functional Role Approach--leadership exists in a group when the various tasks and maintenance functions are performed appropriately; the Continuum or Styles of Leadership Approach--leadership can be differentiated into authoritarian or democratic styles; the Situational Approach--the leader will exercise leadership appropriate to the situation. (Kolb, Ruben, and McIntyre 1971)

The most effective of the situational leadership approaches may be the Life Cycle Leadership Theory if follower maturity can be determined.

A review of the research on leader behavior, and research in personality, role, and group theory contributes the conclusion that follower behavior has not been systematically investigated in either conceptual or in empirical terms that can be used to determine follower maturity.

One of the greatest problems facing an investigator of follower behavior is the enormous complexity of the environment itself. The size of the problem suggests that one of the keys in the study of follower behavior is the development of a conceptual framework capable of reducing the infinite number of potentially relevant dimensions to a manageable and empirically measurable few. Unfortunately no previous attempt to establish such a taxonomy of maturity variables has been made.

Follower Maturity

Follower maturity is manifested behavior of organization members. The assumptions and concepts of the determination of follower maturity are based upon the investigator's leadership experience prior to 1972 and upon designing and conducting some thirty-two workshops, seminars and presentations for 778 participants. These involvements ranged from two-hour presentations, through graduate level college courses, through major continuing training programs. In addition, the maturity concepts were the basis of several major organizational development programs designed and implemented during the period of the study.

Observation instruments such as Least Preferred Co-Worker, Team Effectiveness Scores, and Participant's Critique, etc., were not designed to measure follower maturity. For the purpose of maturity determination, such instruments demonstrate a common property of having either direct or indirect elements of the dimensions of maturity within their structure, principally: goal achievement, activity, position, and awareness. These observation instruments of follower behavior also provide some insights into a behavioral approach to the determination of maturity. These instruments do not claim the reliability and validity that is required for a rigorous statistical investigation. There are some contributions to maturity determination from the techniques of follower observation, from the applicability of non-verbal behavior, and from field observation of follower behavior. However, the requirement is for a conceptualization of the dimensions of follower behavior in terms of maturity level.

The essence of Hersey and Blanchard's (1972) follower maturity

construct was threefold: achievement motivation, willingness and ability to take responsibility, and task relevant education and experience.

The Argyris (1957) personality trends have been used on the investigator's maturity instrument as follows:

<u>Maturity</u>					<u>Immaturity</u>			
Active					Passive			
9	8	7	6	5	4	3	2	1
Independence					Dependence			
9	8	7	6	5	4	3	2	1
Capable of Behaving in Many Ways					Behave in Few Ways			
9	8	7	6	5	4	3	2	1
Deeper, Stronger Interests					Erratic, Shallow Interests			
9	8	7	6	5	4	3	2	1
Long Time Perspective					Short Time Perspective			
9	8	7	6	5	4	3	2	1
Equal Position					Subordinate Position			
9	8	7	6	5	4	3	2	1
Awareness and Control Over Group					Lack of Awareness			
9	8	7	6	5	4	3	2	1

This use of a continuum makes the assumption that, for follower behavior purposes, the attributes and aspects of individual personality are applicable to the followers as a group, a standard practice noted in group theory. (Likert 1961) This assumption having been made, one can then make further generalizations, again paralleling Argyris. Hersey and Blanchard's, and Argyris' dimensions are descriptive of a basic multi-dimensional developmental process within which the growth of groups may be observed. Every group of followers at any given moment in time, can have the degree of development plotted along these dimensions. Maturity may now be defined more precisely as the group's plotted profile along the developed dimensions. The followers'

maturity can be rated or marked by others. This investigator has emphasized self-marking or rating.

The Maturity Instrument

The purpose of the instrument is to focus attention of the followers on what might be dimensions of maturity. The followers then determine the meaning and nuances of the dimensions to that particular group of followers. Though there may be a great diversity in the language and jargon between maturity level determinations by a group of high school counselors, a group of professional middle grade military personnel, a school staff, a group of leadership trainers, a group of nuns, a drug abuse prevention team, a college faculty, members of a ski patrol, etc., there appeared to be a basic agreement upon the general construct of maturity.

This use of maturity determination based upon the behavior of a specific group was facilitated by the use of a television taping system that permitted immediate observation of follower behaviors by the followers through video tape replay. The video taping system also permitted posthoc observation and analyzation by the investigator. Further selected groups of followers, after determining their own maturity level through observation of their own behavior and a discussion, were able to make generalizations about the maturity level of other groups on television with a generally high degree of accuracy. Again, statistical significance was not attempted, as this is the conceptual, developmental state of maturity determination.

The Dimensions of Maturity

A conceptualization of follower maturity level determination based upon leadership research, Chapter II and III, Appendices E and F, the conducting of over thirty leadership presentations, Appendix C, the analysis of follower behavior by followers, Appendix D, and the investigator identified the dimensions of maturity as: Achievement, Responsibility, Experience, Activity, Dependence, Variety, Interests, Perspective, Position, Awareness.

Achievement

The primacy of goal achievement was evident. Without goal achievement there is no leadership and the group which does not exist for a purpose is not a group of followers, by definition. The major problem with using achievement as the basis for maturity determination is the absence of measures of achievement in most field situations and the conflict between long- and short-range goals. The problem is one of optimum goal achievement by followers without empirical, agreed upon measures of achievement.

Responsibility

The willingness and ability to take responsibility is another key to maturity level. Willingness requires the group to step forward, to take ownership for what is happening. Ability to take responsibility may be limited by law, or by experience or education. Thus the mutual exclusivity desired in a taxonomy is not present. Responsibility appears frequently in other dimensions of maturity.

Experience

Task relevant experience, with or without education, in a fundamental sense may determine the ability of followers in task achievement. However, from observation, experience relevant to the task was usually not lacking. There was more often a misuse of the experience of followers by followers than a lack of experience.

Activity

The level of activity of followers on an active-passive continuum was difficult to determine. A true measure of the level of activity of followers may be more of a climate measurement over a period of time than in discretely measurable units. There appeared to be a pseudo-activity, so called because the behavior of the followers is not task relevant. The most common phenomena was that one or two members of a group assumed an internal (to the followers) leader position. The remainder of the group was then quite passive in their activity. Finally, there appeared to be a more mature behavior that is actively passive; i.e., an active choice on the part of the followers to be passive and limit their activity.

Dependence

By definition dependence is the quality of being influenced or subject to another. The more mature followers appeared to be operating at the full limits of their independence within the particular structure while simultaneously attempting to expand their independence through responsible negotiation with the system. Low and average

maturity followers appeared to have self-imposed, unrealistic dependencies. The Dependence dimension also is vital in the variety of linking roles in our complex organizations. A person is leader in one group, follower in another, etc.

Variety

More mature followers capable of exhibiting a variety of behaviors could accept, proact and react to changes. They were flexible and capable of adapting. Such followers were a strength both to themselves and to their leader as they were able to properly compensate for leader and situation influences that prevented less mature followers from optimum task achievement.

Interest

The observation of a continuum of interests from few and weak follower interests to varied and strong follower interests was difficult to accomplish, yet there did appear to be manifestations of such levels of interests in follower behavior. Most often the very words: "I am interested in this" or "I am not interested in the task," were used in verbal communications. Indifference, reflected in closed body positions (sometimes even closed eyes) and physical inattention, were the most common non-verbal manifestations.

Perspective

A follower's perspective continuum from short- to long-time perspective was the most questionable dimension. Perspective appeared

to be more an attitudinal dimension of maturity. Perspective and Interests offered the weakest cases as separate dimensions of maturity. They remained as dimensions because further research was required for all dimensions and to discard them would have been premature.

Position

The position (rank, status, situation or placement) of followers appeared to be a powerful dimension of maturity. The ability of a group of followers to utilize internal resources on the basis of merit and task achievement rather than social or other position of the originators appeared to be a measure of higher levels of maturity.

The reward and punishment systems of organizations have entangled position, power and influence in behaviors that are extremely difficult to separate. The issues of positional and personal power are involved in this dimension. Of all the Argyris dimensions, it ranks with Achievement, Responsibility and Experience as a consistent, understandable dimension of maturity.

Awareness

Followers appeared to exhibit behavior that indicated follower awareness ranging on a continuum from follower lack of awareness and control, to follower awareness of their behavior and its consequences. This group of follower awareness appeared to parallel or be similar to individual awareness and control of internal and external influences on behavior.

Levels of Maturity

Having conceptualized the dimensions of maturity, the next requirement was to determine level of maturity in each of these dimensions.

Differing Levels of Maturity. By dividing the maturity continuum of the Life Cycle into three levels--below average, average, and above average--some bench marks or degrees of maturity can be provided for determining appropriate leadership style. (Hersey and Blanchard 1972, p. 142)

Using the maturity definition of Hersey and Blanchard (1972) and the personality trend of Argyris (1957), a maturity instrument was used as integral to field presentations on leadership and maturity determination. The first purpose of this instrument was to focus follower attention on the possible dimensions of maturity. The instrument also was designed to permit the followers to assess or determine their own level of maturity. The determination of their own maturity level was the main objective of many of the follower learning experiences.

The instrument was used by the investigator and followers for live observation and for posthoc review of video tapes to determine both verbal and non-verbal behavior indicators of maturity and the level of maturity. In addition, the investigator reviewed selected literature on techniques and methods of observation of groups; such as, CAFIAS (1974) and Galloway (1967). The investigator discussed the problem with other investigators and practitioners.

Maturity level then became the degree to which follower behavior was observed in verbal and non-verbal manifestations in these more mutually exclusive dimensions. The format for the determination of

maturity level determination developed over a two-year period:

Dimension of Maturity:

Definition

Verbal Maturity Level Indicators

Low

Average

High

Non-Verbal Maturity Level Indicators

Low

Average

High

Statistical reliability and validity was not the purpose nor the attempt. Rather, the purpose was observation and generalizations as to the general levels of maturity behavior manifested by followers (as determined by followers and the investigator).

Non-Verbal Maturity Level Indicators

There appeared to be universal non-verbal indicators of maturity level. Universal in that the level of maturity non-verbal indicators would be applied to nearly all the developed maturity dimensions. There also appeared to be both verbals and non-verbals that were dimension specific. The following are the universal non-verbal indicators:

Low level non-verbal maturity indicators. 1. Predominate incongruent behavior. 2. Sealed off, hands and arms folded. 3. Drawing back from activities. 4. Engaging in activities not task relevant. 5. Physically leaving. 6. Mentally leaving, day dreaming or closing

eyes, while physically remaining. 7. Unresponsive to others in the group. 8. Disapproving or negative behavior.

Average level non-verbal maturity indicators. 1. There is a mixture of congruent and incongruent behavior. 2. The followers are sometimes attentive and responsive and at other times inattentive and unresponsive. 3. General body activity is somewhat appropriate to task. 4. There is some support of other followers. 5. The body (arms and hands and clothing) is open or somewhat open. 6. Physically and mentally the participants are in and out of the task. (If this sounds like just about any small work group, that's what it is. By probability there is a 68% chance that an average follower group would be exhibiting these non-verbals.)

High level non-verbal maturity indicators. 1. Congruent behaviors. 2. Appropriate body activity to the task. 3. Supporting of others; remaining with group, backing up spokesman. 4. Attentive and responsive to group and external (situational) factors by eye contact, minimal encouragement, reflective of emotional and content of others.

General comments. The low and average levels of maturity are easier to describe and recognize in some detail because, by probability (less than 85% of the time) and as verified by observation in field situations, high maturity level groups of followers appear to be rare phenomena. Their behavior may be more congruent, more supporting, etc.

There was no attempt to quantify scores or maturity level perceptions directly to the maturity scale; i.e., a rating of 1 to 3 being low; 4 to 6, average, and 7 to 9 reflecting a high maturity level. At the time such an effort would have been precipitous because the

dimensions had just been established and no instrumentation existed for the task. From the basis of observation such a quantification may be very difficult to attain, as the groups seem to initially perceive or at least profess themselves as high level maturity (while exhibiting low level behaviors). After disconfirmation of the followers' self-perceived level of maturity (by feedback from television taping of their own behavior, from other groups' observation of them, from designated observers if no video is available, or from the leader, and from members internal to the group), the followers then perceive, or at least profess, themselves as having low to average maturity. They also verified that perception in their behavior. There are then several times or periods where quantification is necessary. Also maturity level is task specific. One must establish limits of a task; i.e., is a specific experience or an entire seminar the task? Finally, maturity of followers still remains an element of the influence of followers, leader, and situation. Leader influence or situational influence upon followers could produce results that had little bearing on the maturity level of the followers. During one of the field seminars, the President of the United States resigned. This situational influence totally dominated the seminar. Such leader and situational influences would have to be controlled to as high a degree as possible for a quantified approach to maturity level:

What was possible at the time was an approach to the level of maturity: low, average, or high, based upon observed verbal and non-verbal behavior. This might best be summarized as each dimension of maturity and the degree or level that participants, leaders and other

observers hear and see follower behavior on the continuum of the dimensions of maturity.

Thus, the first purpose of the study has been achieved: a conceptual and behavioral determination of follower maturity has been developed.

Maturity Determination Seminar

The manifested behaviors of groups of followers in field and training situations developed through a series of exercises such as presented in the Handbook or in situ problems were observed in process and on video tape. The population consisted of 788 persons who by their attendance at a presentation or seminar had made a pre-selection to participate. For the purpose of this study, no effort was made to collect or correlate demographic data regarding the population. The behavior of the followers was then analyzed through video tapes by the investigator, the participants themselves, and in selected cases by other training and field situation leaders for possible categorizations.

From these field observations and demonstrative processes, the dimensions and levels of follower maturity were derived. Since the major method of gathering information and data about maturity was from training situations, the need for replication was recognized.

The second purpose of the study was to design a replicable seminar through which others can identify follower maturity dimensions and levels. A representative three-day seminar complete with rationale, exercises, and comments is included as Chapter IV of this study. This

three-day seminar has also been distributed to selected leadership trainers for comments and for possible implementation with their family (same company) and stranger (relative strangers) groups. This was a start in accomplishment of the secondary purpose of interesting others in the operationalization of the Life Cycle Theory of Leadership. The comments on exercises and concepts have been integrated into the study and the Handbook where appropriate.

Seminar design. The seminar was designed to be congruent with the Life Cycle Theory of Leadership, which means leader (trainer) behavior must be based upon determination of follower (participant) maturity level. The seminar was arranged so that it could meet the specific needs of a trainer or participants. The seminar presents learning experiences that generate follower behavior. Descriptions of follower behavior in terms of low, average, and high maturity is then outlined by the investigator.

In essence, the seminar is a series of tasks which generate follower behavior which can be categorized into three levels. Follower behavior is observed by participants, on video playback if a television taping system is available, by other participants, by designated observers, and by the leader. The participants also make a series of maturity level determinations on the dimensions of maturity. In general, the need for a cognitive construct; i.e., Life Cycle Leadership Theory, maturity dimensions, etc., is developed before the construct is presented. Some leaders prefer to present such cognitive material prior to their use.

Seminar comments. One common experience for seminar participants

appeared to be the identification of inappropriate leader behavior when not based upon follower maturity. The majority of the participants were familiar with the emphasis upon task accomplishment to the detriment of human relationship (and if the group is mature, to the eventual detriment of task accomplishment). But many, particularly those in the helping professions, counselors, teachers, some psychologists and the like, saw that an inappropriate emphasis on relationship caused failure in the very task they were about--helping others. The nature of the population being generally either professional military or helping profession practitioners or trainers, produced a truism. The more formal groups of followers needed and used the dimensions of maturity and maturity level determination as a basis to move away from an inappropriate Quadrant 1 to an appropriate Quadrant 2 or Quadrant 3. The helping professions needed and used the dimensions of maturity and maturity level determination to move away from an inappropriate Quadrant 4 and Quadrant 3 behavior to an appropriate Quadrant 2 or Quadrant 1.

The concept of follower maturity and maturity level determination based upon the observed behavior of the follower participants, coupled with the determination of maturity dimensions and level by the followers, appeared to have a great impact upon the followers. The ultimate test would be changed behavior over time. However, the followers did, by their own observed behavior, change their behaviors.

Follower behavior is manifest whenever there are followers, and all follower behavior can and must eventually be used in the determination of maturity level. However, the training situation specifically allowed the determination of maturity behavior to be approached directly

and with technology such as television.

The abilities, skills and knowledge of Life Cycle Leadership Theory and maturity level determination appeared to have a normal distribution both among and within groups. The majority of groups were low to average maturity, based upon self-observation. Approximately 85% of a given population would be in these levels on a normal distribution. The 15% high level of maturity, based upon probability, was evidenced by certain individuals and by groups only when the task was very simple and the followers had been members of the same teams for a relatively long period of time.

The investigator consistently determined group level as being lower than that of the group determination. This is attributed to the investigator specifically focusing upon the behavior (what can be seen and heard) of the followers. The followers appeared to focus, initially, on feelings, attitudes, or assumptions. Follower comments at this initial period would be "Since you didn't say anything, I thought you agreed" or "Even though we never said anything about it, we all knew that our goal was. . ." Once the followers established their concepts of the maturity dimensions and levels and based determination on this behavior then the investigator and follower determination were closely aligned. Similarly one group's maturity determination of another was usually lower than the group's self-determination. As the followers progressed in their ability to determine level based upon behavior, their cross ratings of each others' and own maturity become more closely aligned.

Seminar results. From the use of the three-day seminar, the

reader will have data upon which to make a judgment as to the reliability and validity of the maturity concepts developed. The reader will have a more systematic, logical, results-oriented examination of follower maturity level based upon follower behavior. The seminar approach appears to be a reasonable, effective, interesting way to develop data for maturity level determination. Both in design and execution the seminar is a step towards the determination of follower maturity: an operationalization of the Life Cycle Theory of Leadership.

The seminar could be the basis for further research as to the validity and reliability of maturity concepts and instruments.

Limitations

1. The major limitation of this study is the subjective nature of both the conceptualization and operationalization of the determination of maturity level. The investigator's bias and lack of reliable empirical data prevented statistically replicable findings. The investigator designed, presented, and conducted the field experiences as well as developed the concepts in the dimensions of maturity. Although the seminar is specifically intended to be replicated, the fact remains that the study is, in essence, a subjective analysis. This need not keep the study from having scientific value, but it cannot be generalized to a wide number of populations or settings other than seminar leaders.

2. The maturity dimension and level instrument used in the study have not been proven to be valid or reliable.

3. The study did not include a representative sample of the

total population. Participants in seminar and field experiences did have an interest in leadership and were generally of a higher educational level where concepts such as maturity dimensions would be understood and the capability for functioning within the exercises was present.

4. The maturity theories of Hersey and Blanchard (1972), and Argyris (1957) have no empirical data to establish their validity or reliability.

5. The study lacks the longitudinal treatment that is required for collecting evidence in follower behavior in other groups or settings outside the laboratory. The follower behavior described in the study could be explained as adaptations to the particular leader or situation.

General Implications

1. The observable maturity level of a newly formed group is nearly always low. Therefore, the most consistently appropriate leadership behavior is initially Quadrant 1 (High Task, Low Relationship). Task emphasis for newly formed groups would greatly facilitate the initial solution of many leadership problems. In training and field situations, groups with an observable low level of follower maturity consistently failed to accomplish tasks if the appointed leader or another member of the group did not exercise Quadrant 1 leadership behavior.

2. The determination of follower behavior level in even the most general terms was consistently commenced upon by participants in training

and field situations as a practical basis for leader and follower actions. Participants demonstrated changed behavior; i.e., attempting to exhibit appropriate leader behavior, on the basis of observable follower behavior in specific instances.

3. The most common mistake made in the determination of follower maturity level was to assume that the follower maturity is the sum of individual maturity; i.e., a group of mature individuals automatically equals a mature group. The leader then uses a style of leadership he considers appropriate for this mistaken high maturity level. This diagnosis is incorrect and the results are therefore less than optimum, such as failure to complete task, or inappropriate use of resources, and follower confusion. It suggested that the leader use Quadrant 1 with newly formed groups, changing his leader behavior as rapidly as possible to Quadrant 2 (High Task, High Relationship behavior) based upon observable follower behavior.

4. Quadrant 2 covers (proportionally 85%) the majority of follower maturity cases; i.e., low and average. Further, high maturity followers, because of their maturity, will understand what the leader is doing and will be able to modify their behavior accordingly (by definition of maturity). This does not mean the Quadrant 2 leader behavior would be the leader's only style. With definite observable indications of high follower maturity, the leader would use Quadrant 3 or 4 leadership styles. The error with the least risk to task accomplishment would be to emphasize Quadrant 2 leader behavior.

5. Hierarchical organizations and models, particularly the church, the military, schools and business, tends to predispose one to

think of influence as being possessed and exercised only by those in the superior position. This study with its emphasis on followers indicates that all the elements of leadership (leader, followers, and situation) possess influence. The determination of follower maturity allows the leader (and followers) to more fully utilize the influence of the followers for the optimum task accomplishment.

Implications for Organizational Development and Consulting

1. At the present time what is called organizational development (OD) is really the development of influence to achieve goals in a given situation; i.e., leadership. If the present OD is, in fact, leadership attempting to use all the elements of leadership, then the determination of follower maturity is even more a vital and useful concept and skill.

2. The ability to diagnose organizational behavior in terms of follower maturity would provide an OD consultant an appropriate basis for both personal behavior within the system and the nature of any recommended intervention to the system.

3. Organizations may be viewed as a series and linking of followers and leaders in various arrays and positions. By systematically establishing the leader and followers in each specific sub-modual a determination of follower maturity can be made in order that appropriate leader behavior may be taken. The sub-moduals can then be reassembled and the system viewed as a whole again. For example, in a high school, the principal is the leader, teachers followers; department's head is the leader, department members are the followers. Teacher leader,

students followers; superintendent leader, principals followers, etc.

Research Implications

1. The conceptualization of the dimensions of maturity has been tentatively established. However, the technical problems of taxonomies, mutual exclusiveness, discreet units of what is being measured and the techniques of measuring, observing or determining the concept of maturity level remain to be solved.

2. The maturity instrument, which is included as Appendix F, used in the study was designed for use in leadership learning experiences. Establishing the validity and reliability of a maturity instrument based upon these or other dimensions is a pending task.

3. The methodology of video taping follower maturity behavior, coding with a CAFIAS-like analysis of the developed dimensions of maturity, which includes both verbal and non-verbals, offers great promise for systematic observation and analysis of the emerging complex maturity concepts. Such a system would require simultaneous taping of all followers and participants, limiting the initial observation to small groups. The means for operationalizing follower maturity would be through systematic observation. This approach would consist of a set of procedures to organize follower activity (such as a seminar) so it can be observed, recorded, and analyzed. To accomplish these ends, categories of behavior; i.e., the dimensions of maturity which describe what followers do as they interact have been developed. These dimensions of maturity can then be used to identify, record, and measure the events that take place in the situation.

4. There seems to be a hierarchy of maturity. For example, a very Aware and Achievement motivated group might not take Responsibility for their actions and thus the task is not completed or is below optimum potential. The basis of maturity level determination appears to be task accomplishment. Upon this base are the other two dimensions of maturity from Hersey and Blanchard (1972): willingness and ability to accept responsibility and task relevant education and experience. These dimensions appear basic, whereas the Argyris (1957) dimensions appear to have more affect upon quality of task accomplishment, and upon process. The possibility of a hierarchy within maturity dimensions needs further examination and to be integrated with the measurement of task accomplishment.

5. The study emphasized the need for ways to categorize leadership research and the interrelation of the elements of leadership. All elements of leadership must be considered, leader, follower, and situation, even while there may be emphasis upon one aspect, in this case the followers. During the field experiences it was obvious that though every reasonable action had been taken to reduce leader and follower variables in a given situation, the situational variables were influencing the seminar or other experience. Systems models such as Forrester (1971) has used, adapted to leadership research, would appear to be one approach that could be pursued.

6. Though the emphasis was upon follower behavior, other aspects of Life Cycle Leadership Theory became evident during the study which warrant further investigation. For example, first, what is the precise nature of contemporary leader task and relationship behavior? An

observation and television taping system could bring new insights to these basic elements of leadership. Secondly, what is functional or appropriate task and relationship behavior? During the study it became apparent to the investigator that many task and relationship behaviors were non-functional and inappropriate. For example, some structure did not help, and some socio-norms that prevented attention to other matters. Third, how may a task situation be structured for relationship behavior? For example, introducing members of a team to each other formally or each person in a group starts by introducing oneself. There appear to be ways to specifically structure for relationships. What are they, and what are the best ways?

7. The seminar exercises were used to specifically generate data for the determination of follower maturity level. Other means of generating data might be more effective. Personal inventories, reaction to televised standardized vignettes, role playing, or emphasis upon in situ tasks are just a few means that come to mind. What is the best way to generate data for the determination of maturity? It would appear logical to take the maturity dimensions developed in this study and conduct limited scope research utilizing each of the other methods mentioned above to generate maturity data under controlled research conditions. That would help establish the validity and reliability of the maturity dimensions and maturity level. Maturity determination using televised vignettes of follower behavior may be one effective way to proceed.

8. This study has provided the conceptualization that by the observation of verbal and non-verbal behavior of followers in training

or field situations an observer (leader or follower) can determine the maturity level of a given group in a given situation. Another research topic is to statistically prove the concept.

9. The observation of followers in natural or training settings is potentially one of the most useful techniques for collecting data. Instruments and methodology for systematic observation are among the most rapidly growing set of tools becoming available to the researcher. (Herbert and Attridge 1975) An appropriate guide for developers and users of observation systems and manuals, American Educational Research Journal, Winter 1975, is highly recommended.

Training and Education Implications

The determination of follower maturity as accomplished in this study appears to have implications for the training of followers, and leader. Also there appears to be implications in training for the analysis of situations.

1. The concept of follower maturity provided followers as well as leaders with a construct for expecting, understanding and predicting behavior. Upon confronting their follower behavior from the television and from other followers, the individual followers established some level of follower maturity as a result. The followers became more tolerant of the leader's task emphasis (or the leader's incorrect diagnosis and inappropriate high relationship behavior when task emphasis was required). Followers behaviorally commenced helping and assisting one another in achieving individual and group maturity. Life Cycle Leadership Theory and the determination of follower maturity

appeared to help followers become better, more productive followers. This being the case, Life Cycle Leadership Theory and the determination of follower maturity may need to be presented to the followers concurrent to the task.

2. The seminar and field experiences developed dimensions of maturity, and focused on level of maturity behavior. Participants not only recognized the variety of behaviors but they, in fact, consciously attempted changed behaviors. This would indicate that leadership (and followership) are learned skills and hence training and education programs can be developed for the skills and process, such as diagnosis of maturity level, analysis of situation; appropriate task and relationship behaviors, etc., necessary for Life Cycle Leadership Theory.

3. Life Cycle Leadership Theory and the determination of follower maturity can be used as a construct in the design of learning experiences anywhere a group is involved. The teacher is the leader and the class is the followers. Specific objectives and cognitive materials would still be established and achieved. The determination of maturity would be used to determine the task and relationship teacher behavior to be provided by the teacher to the entire class, sub-groups and individuals within the class. Teacher and students (in keeping with other implications) would need training and education in Life Cycle Leadership Theory and the determination of maturity to be effective. Educational administrators would also need to be trained in the concepts and skills.

4. Life Cycle Leadership Theory and the determination of follower maturity seminar appears to be a natural method of teaching

leadership. That it is the best way would have to be proven in comparative studies.

5. Life Cycle Leadership Theory and the determination of maturity were reported as being most helpful to two groups: one group were professional leadership trainers or educators who could directly apply the determination of maturity in their field. The other groups were those who had little or no leadership training, particularly women. There exists a tremendous population who have had no formal training or education in leadership, or followership. The fundamental nature of the Life Cycle Theory of Leadership coupled with the pragmatic determination of maturity based upon follower behavior could meet the need for leadership, and followership training with this large population.

Implications for the United States Navy

Life Cycle Leadership Theory and the determination of follower maturity offers the investigator's sponsor, the United States Navy, a conceptualization for leader and follower training; education and training design; organizational development and consulting; and leadership evaluation.

1. At the present time, the United States Navy has no overall theory for leadership training. Life Cycle Leadership Theory and the determination of follower maturity meets that need. Adaptations of the seminar presented in Chapter IV could be made for every level of leadership (leader and followers) within the Navy, from Recruit Training through the most senior Naval schools. Specific long-term

applications could be made at the Navy's management schools.

2. The Navy has no overall theory of educational or training design. The adaptation of Life Cycle Theory of Leadership and the determination of maturity to the teacher-student relationship could enhance achievement of the goal of standardization at the same time providing for individual differences.

3. The present Navy Organizational Development and consulting programs are built upon a variety of theories, personality based rather than organizationally focused. Life Cycle Leadership Theory and the determination of maturity would provide a single, easily understood operational theory, based upon observed behavior of Navy personnel in Navy situations, accomplishing Navy tasks, achieving Navy goals.

4. Present Navy leadership evaluation places emphasis upon the leader and generally does not include the follower and situational elements of leadership. Thus, the Navy emphasis has been on short-term goals, leader skills and processes, self-confirmation in leadership evaluation, with high turnover of followers, generally increasing follower dissatisfaction, and ever increasing monetary costs to maintain the service. To be cost effective, the other elements of leadership, particularly the followers, must be considered through a pragmatic concept such as the Life Cycle Leadership Theory and the determination of follower maturity.

These Navy implications are made realizing the limitations of this study, the requirements for further research, and the investigator's possible inaccurate analysis of current Navy status which

was not investigated in this study. The investigator has found that the Life Cycle Theory of Leadership and the determination of maturity could provide a conceptual basis for leadership that offers much potential to the Navy in a wide variety of applications.

Appendix A

"Life Cycle Theory of Leadership"
by Paul Hersey and Kenneth H. Blanchard as
in Training and Development Journal

LIFE CYCLE THEORY OF LEADERSHIP

*is there a "best"
style of leadership?*

The recognition of task and relationships as two important dimensions of leader behavior has provided the works of management theorists¹ over the years. These two dimensions have been variously labeled as "autocratic" and "democratic"; "authoritarian" and "equalitarian"; "employee-oriented" and "production-oriented"; "goal achievement" and "group maintenance"; "task-ability" and "likeability"; "instrumental and expressive"; "efficiency and effectiveness." The difference between these concepts and task and relationships seems to be more semantic than real.

For some time, it was believed that task and relationships were either/or styles of leader behavior and, therefore, should be depicted as a single dimension along a continuum, moving from very authoritarian (task) leader behavior at one end to very democratic (relationships) leader behavior at the other.²

OHIO STATE LEADERSHIP STUDIES

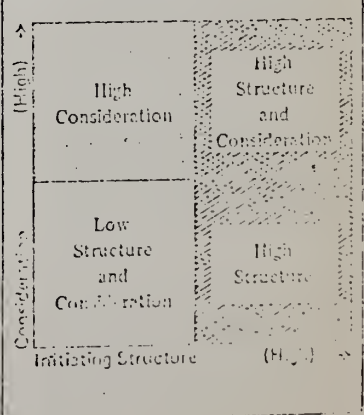
In more recent years, the feeling that task and relationships were either/or leadership styles has been dispelled. In particular, the leadership studies initiated in 1945 by the Bureau of Business Research at Ohio State University³ questioned whether leader behavior could be depicted on a single continuum.

In attempting to describe how a leader carries out his activities, the Ohio State staff identified "Initiating Structure" (task) and "Consideration" (relationships) as the two most important dimensions of leadership. "Initiating Structure" refers to "the leader's behavior in delineating the relationship between himself and members of the workgroup and in endeavoring to establish well-defined patterns of organization, channel of communication, and methods of procedure." On the other hand, "Consideration" refers to "behavior indicative of friendship, mutual trust, respect, and warmth in

the relationship between the leader and the members of his staff."⁴

In the leadership studies that followed, the Ohio State staff found that leadership styles vary considerably from leader to leader. The behavior of some leaders is characterized by rigidly structuring activities of followers in terms of task accomplishments, while others concentrate on building and maintaining good personal relationships between themselves and their followers. Other leaders have styles characterized by both task and relationships behavior. There are even some individuals in leadership positions whose behavior tends to provide little structure or development of interpersonal relationships. No dominant style appears. Instead, various combinations are evident. Thus, task and relationships are not either/or leadership styles as an authoritarian-democratic continuum suggests. Instead, these patterns of leader behavior are separate and distinct dimensions which can be plotted on two separate axes, rather than a single continuum. Thus, the Ohio State studies resulted in the development of four quadrants to illustrate leadership styles in terms of Initiating Structure (task) and Consideration (relationships) as shown in Figure 1.

Figure 1.
The Ohio State Leadership Quadrants



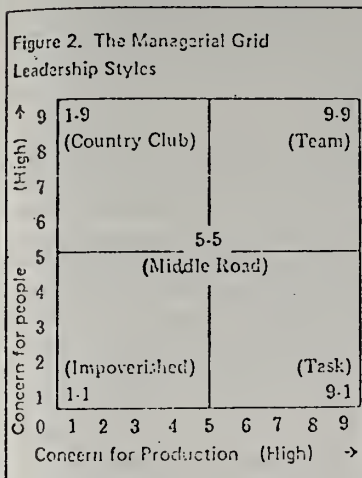
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THE MANAGERIAL GRID

Robert R. Blake and Jane S. Mouton⁵ in their Managerial Grid have popularized the task and relationships dimensions of leadership and have used them extensively in organization and management development programs.

In the Managerial Grid, five different types of leadership based on concern for production (task) and concern for people (relationships) are located in the four quadrants identified by the Ohio State studies.



Concern for production is illustrated on the horizontal axis. Production becomes more important to the leader as his rating advances on the horizontal scale. A leader with a rating of 9 has a maximum concern for production.

Concern for people is illustrated on the vertical axis. People become more important to the leader as his rating progresses up the vertical axis. A leader with a rating of 9 on the vertical axis has a maximum concern for people.

The Managerial Grid, in essence, has given popular terminology to five points within the four quadrants identified by the Ohio State studies.

SUGGESTING A "BEST" STYLE OF LEADERSHIP

After identifying task and relationships as two central dimensions of any lead-

ership situation, some management writers have suggested a "best" style of leadership. Most of these writers have supported either an integrated leader behavior style (high task and high relationships) or a permissive, democratic, human relations approach (high relationships).

Andrew W. Halpin,⁶ of the original Ohio State staff, in a study of school superintendents, pointed out that according to his findings "effective or desirable leadership behavior is characterized by high ratings on both Initiating Structure and Consideration. Conversely, ineffective or undesirable leadership behavior is marked by low ratings on both dimensions." Thus, Halpin seemed to conclude that the high Consideration and high Initiating Structure style is theoretically the ideal or "best" leader behavior, while the style low on both dimensions is theoretically the "worst."

Blake and Mouton in their Managerial Grid also imply that the most desirable leadership style is "team management" (maximum concern for production and people) and the least desirable is "impoverished management" (minimum concern for production and people). In fact, they have developed training programs designed to change the behavior of managers toward this "team" style.⁷

LEADERSHIP STYLE SHOULD VARY WITH THE SITUATION

While the Ohio State and the Managerial Grid people seem to suggest there is a "best" style of leadership,⁸ recent evidence from empirical studies clearly shows that there is no single all purpose leadership style which is universally successful.

Some of the most convincing evidence which dispels the idea of a single "best" style of leader behavior was gathered and published by A. K. Korman⁹ in 1966. Korman attempted to review all the studies which examined the relationship between the Ohio State behavior dimensions of Initiating Structure (task) and Consideration

(relationships) and various measures of effectiveness, including group productivity, salary, performance under stress, administrative reputation, work group grievances, absenteeism, and turnover. Korman reviewed over twenty-five studies and concluded that:

Despite the fact that "Consideration" and "Initiating Structure" have become almost bywords in American industrial psychology, it seems apparent that very little is now known as to how these variables may predict work group performance and the conditions which affect such predictions. At the current time, we cannot even say whether they have any predictive significance at all.

Thus, Korman found the use of Consideration and Initiating Structure had no significant predictive value in terms of effectiveness as situations changed. *This suggests that since situations differ, so must leader style.*

Fred E. Fiedler,¹⁰ in testing his contingency model of leadership in over fifty studies covering a span of fifteen years (1951-1967), concluded that both directive, task-oriented leaders and non-directive, human relations-oriented leaders are successful under some conditions. Fiedler argues:

While one can never say that something is impossible, and while someone may well discover the all-purpose leadership style or behavior at some future time, our own data and those which have come out of sound research by other investigators do not promise such miraculous cures.

A number of other investigators¹¹ besides Korman and Fiedler have also shown that different leadership situations require different leader styles.

In summary, empirical studies tend to show that there is no normative (best) style of leadership; that successful leaders are those who can adapt their leader behavior to meet the needs of their followers and the particular situation. Effectiveness is dependent upon the leader, the followers, and other situational elements. In managing for effectiveness a leader must be able to diagnose his own leader behavior in

light of his environment. Some of the variables other than his followers which he should examine include the organization, superiors, associates, and job demands. This list is not all inclusive, but contains interacting components which tend to be important to a leader in many different organizational settings.

ADDING AN EFFECTIVENESS DIMENSION

To measure more accurately how well a leader operates within a given situation, an "effectiveness dimension" should be added to the two-dimension Ohio State model. This is illustrated in Figure 3.

By adding an effectiveness dimension to the Ohio State model, a three-dimensional model is created.¹² This Leader Effectiveness Model attempts to integrate the concepts of leader style with situational demands of a specific environment. When the leader's style is appropriate to a given environment measured by results, it is termed *effective*; when his style is inappropriate to a given environment, it is termed *ineffective*.

If a leader's effectiveness is determined by the interaction of his style and environment (followers and other situa-

tional variables), it follows that any of the four styles depicted in the Ohio State model may be effective or ineffective depending on the environment.

Thus, there is no single ideal leader behavior style which is appropriate in all situations. For example, the high task and high relationships style is appropriate only in certain situations, but is inappropriate in others. In basically crisis-oriented organizations like the military or the police, there is considerable evidence that the most appropriate style would be high task, since under combat or riot conditions success often depends upon immediate response to orders. Time demands do not permit talking things over or explaining decisions. For success, behavior must be automatic.

While a high task style might be effective for a combat officer, it might not be effective in other situations even within the military. This was pointed out when line officers trained at West Point were sent to command outposts in the Dew Line, which was part of an advanced warning system. The scientific personnel involved, living in close quarters in an Arctic region, did not respond favorably to the task-oriented behavior of these combat trained officers. The level of education and maturity of these people was such that they did not need a great deal of structure in their work. In fact, they tended to resent it.

Other studies of scientific and research-oriented personnel show also that many of these people desire, or need, only a limited amount of socio-emotional support. Therefore, there are situations in which the low task and relationships style, which has been assumed by some authors to be theoretically a poor leadership style, may be an appropriate style.

In summary, an effective leader must be able to *diagnose* the demands of the environment and then either *adapt* his leader style to fit these demands, or develop the means to *change* some or all of the other variables.

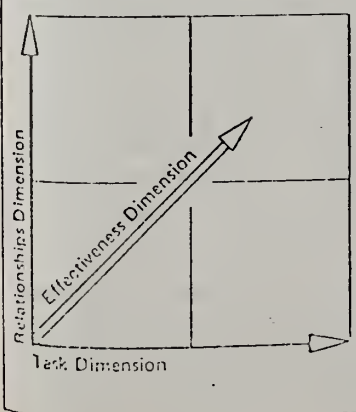
ATTITUDINAL VS. BEHAVIORAL MODELS

In examining the dimensions of the Managerial Grid (concern for production and concern for people), one can see that these are attitudinal dimensions. That is, concern is a feeling or emotion toward something. On the other hand, the dimensions of the Ohio State Model (Initiating Structure and Consideration) and the Leader Effectiveness Model (task and relationships) are dimensions of *observed* behavior. Thus, the Ohio State and Leader Effectiveness Models measure *how* people behave, while the Managerial Grid measures *predisposition* toward production and people. As discussed earlier, the Leader Effectiveness Model is an outgrowth of the Ohio State Model but is distinct from it in that it adds an effectiveness dimension to the two dimensions of behavior.

Although the Managerial Grid and the Leader Effectiveness Model measure different aspects of leadership, they are not incompatible. A conflict develops, however, because behavioral assumptions have often been drawn from analysis of the attitudinal dimensions of the Managerial Grid.¹³ While high concern for both production and people is desirable in many organizations, managers having a high concern for both people and production do not always find it appropriate in all situations to initiate a high degree of structure and provide a high degree of socio-emotional support.

For example, if a manager's subordinates are emotionally mature and can take responsibility for themselves, his appropriate style of leadership may be low task and low relationships. In this case, the manager permits these subordinates to participate in the planning, organizing and controlling of their own operation. He plays a background role, providing socio-emotional support only when necessary. Consequently, it is assumptions about behavior drawn from the Managerial Grid and not the Grid itself that are inconsistent with the Leader Effectiveness Model.

Figure 3.
Adding An Effectiveness Dimension



LIFE CYCLE THEORY

Korman,¹⁴ in his extensive review of studies examining the Ohio State concepts of Initiating Structure and Consideration, concluded that:

What is needed . . . in future concurrent (and predictive) studies is not just recognition of this factor of "situational determinants" but, rather, a systematic conceptualization of situational variance as it might relate to leadership behavior (Initiating Structure and Consideration).

In discussing this conclusion, Korman suggests the possibility of a curvilinear relationship rather than a simple linear relationship between Structure and Consideration and other variables. The Life Cycle Theory of Leadership which we have developed is based on a curvilinear relationship between task and relationships and "maturity." This theory will attempt to provide a leader with some understanding of the relationship between an effective style of leadership and the level of maturity of one's followers. The emphasis in the Life Cycle Theory of Leadership will be on the followers. As Fillmore H. Sanford has indicated, there is some justification for regarding the followers "as the most crucial factor in any leadership event".¹⁵ Followers in any situation are vital, not only because individually they accept or reject the leader, but as a group they actually determine whatever personal power he may have.

According to Life Cycle Theory, as the level of maturity of one's followers continues to increase, appropriate leader behavior not only requires less and less structure (task) but also less and less socio-emotional support (relationships). This cycle can be illustrated in the four quadrants of the basic styles portion of the Leader Effectiveness Model as shown in Figure 4.

Maturity is defined in Life Cycle Theory by the relative independence, ability to take responsibility, and achievement-motivation¹⁷ of an individual or group. These components of maturity are often influenced by level of education and amount of experience. While age is a factor, it is not

directly related to maturity as used in the Life Cycle. Our concern is for psychological age, not chronological age. Beginning with structured task behavior which is appropriate for working with immature people, Life Cycle Theory suggests that leader behavior should move from: (1) high task - low relationships behavior to (2) high task - high relationships and (3) high relationships - low task behavior to (4) low task - low relationships behavior, if one's followers progress from immaturity to maturity.

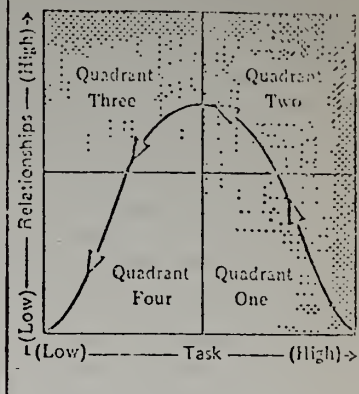
PARENT-CHILD EXAMPLE

An illustration of this Life Cycle Theory familiar to everyone is the parent-child relationship. As a child begins to mature, it is appropriate for the parent to provide more socio-emotional support and less structure. Experience shows that if the parent provides too many relationships before a child is somewhat mature, this behavior is often misinterpreted by the child as permissiveness. Thus it is appropriate to increase one's relationships behavior as the child is able to increase his maturity or capacity to take responsibility.

A child when first born is unable to control much of his own environment. Consequently, his parents must initiate almost all structure, i.e., dress the child, feed the child, bathe the child, turn the child over, etc. While it is appropriate for a parent to show love and affection toward a child, this is different than the mutual trust and respect which characterizes relationships behavior. Consequently, the most appropriate style for a parent to use with his children during the early pre-school years may be high task - low relationships (quadrant 1).

Even when the child begins to attend school, the parent must provide a great deal of structure. The child is still not mature enough to accept much responsibility on his own. It may become appropriate at this state, as the child matures, for the parent to increase his

Figure 4.
Life Cycle Theory of Leadership



relationships behavior by showing more trust and respect for his child. At this point, the parent's behavior could be characterized as high task - high relationships (quadrant 2).

Gradually as the child moves into high school and/or college, he begins to seek and accept more and more responsibility for his own behavior. It is during this time that a parent should begin to engage in less structured behavior and provide more socio-emotional support (quadrant 3). This does not mean that the child's life will have less structure, but it will now be internally imposed by the "young man" rather than externally by the parent. When this happens the cycle as depicted on the Leader Effectiveness Model begins to become a backward bending curve. The child is not only able to structure many of the activities in which he engages, but is also able to provide self-control over his interpersonal and emotional needs.

As the child begins to make his own living, start his own family, and take full responsibility for his actions, a decrease in structure and socio-emotional support by the parent becomes appropriate. In reality, the umbilical cord has been severed and the child is now "on his own." At this stage of the parent-child relationship, a low task - low relationships style seems to be most appropriate (quadrant 4).

Although the Life Cycle suggests a basic style for different levels of maturity in meeting specific contingencies, it may be necessary to vary one's style anywhere within the four quadrants to deal appropriately with this event. For example, even when a young man is away at college and his parents are using a high relationships style with him, it might be appropriate for them to initiate some structure with their son if they discover that he is not behaving in as mature a way as expected (he has become a discipline problem). A change in parental behavior might even be necessary later in life after a son (or daughter) has had a family of his own for a number of years. If this son, for example, suddenly begins to experience marital difficulties and his family begins to disintegrate, it might be appropriate for his parents temporarily to increase their socio-emotional support.

OTHER ASPECTS OF THE LIFE CYCLE

The parent-child relationship is only one example of the Life Cycle. This cycle is also discernible in other organizations in the interaction between superiors and subordinates. An interesting example is found in Research and Development work. In working with highly trained and educated Research and Development personnel, the most effective leader behavior style might be low task - low relationships. However, during the early stages of a particular project, the director must impose a certain amount of structure as the requirements and limitations of the project are established. Once these limitations are understood, the R & D director moves rapidly through the "project cycle" back to the mature low task - low relationships style.

In a college setting, the Life Cycle Theory has been validated in studying the teacher-student relationship. Effective teaching of lower division students (freshmen and sophomores) has been characterized by structured behavior on the part of the teacher as he rein-

forces appropriate patterns in attendance and study habits, while more relationships behavior seems to be appropriate for working with upper division undergraduates and Master's students. And finally the cycle seems to be completed as a teacher begins to work with mature Ph.D. candidates, who need very little guidance or socio-emotional support.

We realize that most groups in our society do not reach the backward bending aspect of the cycle. But there is some evidence that as the level of education and experience of a group increases, appropriate movement in this direction will take place. However, the demands of the job may often be a limiting factor on the development of maturity in workers. For example, an assembly line operation in an automobile plant is so highly structured that it offers little opportunity for the maturing process to occur. With such monotonous tasks, workers are given minimal control over their environment and are often encouraged to be passive, dependent, and subordinate.

LIFE CYCLE AND SPAN OF CONTROL

For years it has been argued by many management writers that one man can supervise only a relatively few people; therefore, all managers should have a limited span of control. For example, Harold Koontz and Cyril O'Donnell¹⁸ state that:

In every organization it must be decided how many subordinates a superior can manage. Students of management have found that this number is usually four to eight subordinates at the upper levels of organization and eight to fifteen or more at the lower levels.

While the suggested number of subordinates which one can supervise varies anywhere from three to thirty, the principle usually states that the number should decrease as one moves higher in the organization. Top management should have fewer subordinates to supervise than lower level man-

agers. Yet the Life Cycle Theory of Leadership suggests that span of control may not depend on the level of the management hierarchy but should be a function of the maturity of the individuals being supervised. The more independent, able to take responsibility, and achievement-motivated one's subordinates are, the more people a manager can supervise. It is theoretically possible to supervise an infinite number of subordinates if everyone is completely mature and able to be responsible for his own job. This does not mean there is less control, but these subordinates are self-controlled rather than externally controlled by their superior. Since people occupying higher level jobs in an organization tend to be more "mature" and therefore need less close supervision than people occupying lower level jobs, it seems reasonable to assume that top managers should be able to supervise more subordinates than their counterparts at lower levels.¹⁹

CONCLUSIONS

Rensis Likert²⁰ found in his research that supervisors with the best records of performance were employee-centered (high relationships), while job-centered (high task) supervisors were found more often to have low-producing sections. While this relationship seemed to exist, Likert raised the question of which variable was the causal factor. Is the style of the supervisor causing the level of production or is the level of production encouraging the style of the managers? As Likert suggests, it may very well be that high-producing sections allow for general supervision rather than close supervision and relationship behavior rather than task behavior. The supervisor soon learns that his subordinates are mature enough to structure their own environment, thus leaving him time for other line's of activities. At the same time a low-producing section may leave the supervisor with no choice but to be job-centered. If he attempted to use a relationship style

this may be misunderstood and interpreted as reinforcement for their low level of performance. The point is, the supervisor must change appropriately.

CHANGING STYLE

The problem with the conclusions of Likert and other behavioral scientists comes in implementation. Practitioners read that employee-centered supervisors tend to have higher-producing sections than job-centered supervisors. Wanting to implement these findings overnight, they encourage all supervisors to become more employee-oriented. Consequently, a foreman who has been operating as a task-oriented, authoritarian leader for many years may be encouraged to change his style—"get in step with the times." Upon returning from a "human relations" training program, the foreman will probably try to utilize some of the new relationships techniques he has recently been taught. The problem is that his personality is not compatible with the new concepts, but he tries to use them anyway. As long as things are running smoothly, there is no difficulty. However, the minute an important issue or crisis develops he tends to revert to his old basic style and becomes inconsistent, vacillating between the new relationships style he has been taught, and his old task style which has the force of habit behind it.

This idea was supported in a study conducted by the General Electric Company at one of its turbine and generator plants. In this study, the leadership styles of about 90 foremen were analyzed and rated as "democratic," "authoritarian" or "mixed." In discussing the findings, Saul W. Gellerman²¹ reported that:

The lowest morale in the plant was found among those men whose foremen were rated between the democratic and authoritarian extremes. The GE research team felt that these foremen might have varied inconsistently in their tactics, permissive at one moment and hard-fisted the next, in a way that left their men frustrated and unable

to anticipate how they would be treated. The naturally autocratic supervisor who is exposed to human relations training may behave in exactly such a manner... a pattern which will probably make him even harder to work for than he was before being "enlightened."

Thus, changing the style of managers is a difficult process, and one that takes considerable time to accomplish. Expecting miracles overnight will only lead to frustration and uneasiness for both managers and their subordinates. Yet industry invests many millions of dollars annually for training and development programs which concentrate on effecting change in the style of managers. As Fiedler²² suggests:

A person's leadership style... reflects the individual's basic motivational and need structure. At best it takes one, two, or three years of intensive psychotherapy to effect changes in personality structure. It is difficult to see how we can change in more than a few cases an equally important set of core values in a few hours of lectures and role playing or even in the course of a more intensive training program of one or two weeks.

Fiedler's point is well-taken. It is indeed difficult to effect changes in the styles of managers overnight. However, it is not completely hopeless. But, at best, it is a slow and expensive process which requires creative planning and patience. In fact, Likert²³ found that it takes from three to seven years, depending on the size and complexity of the organization, to effectively implement a new management theory.

Haste is self-defeating because of the anxieties and stresses it creates. There is no substitute for ample time to enable the members of an organization to reach the level of skillful and easy, habitual use of the new leadership...

CHANGING PERFORMANCE

Not only is it difficult to effect changes in the styles of managers overnight, but the question that we raise is whether it is even appropriate. It is

questionable whether a work group whose performance has been continually low would suddenly leap to high productivity with the introduction of an employee-centered supervisor. In fact, they might take advantage of him and view him as a "soft-touch." These workers lack maturity and are not ready for more responsibility. Thus the supervisor must bring them along slowly, becoming more employee-centered and less job-centered as they mature. When an individual's performance is low, one cannot expect drastic changes overnight, regardless of changes in expectations or other incentives. The key is often reinforcing positively "successive approximations." By successive approximations we mean behavior which comes closer and closer to the supervisor's expectations of good performance. Similar to the child learning some new behavior, a manager should not expect high levels of performance at the outset. As a parent or teacher, we would use positive reinforcement as the child's behavior approaches the desired level of performance. Therefore, the manager must be aware of any progress of his subordinates so that he is in a position to reinforce appropriately improved performance.

Change through the cycle from quadrant 1 to quadrant 2, 3 and then 4 must be gradual. This process by its very nature cannot be revolutionary but must be evolutionary—gradual developmental changes, a result of planned growth and the creation of mutual trust and respect.

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Appendix B

"So You Want To Know Your Leadership Style?"
by Paul Hersey and Kenneth H. Blanchard
as in Training and Development Journal

So You Want To Know Your Leadership Style?

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measuring how you behave
in a situational leadership framework

Paul Hersey
and
Kenneth H. Blanchard

Most management writers agree that leadership is a "process of influencing the activities of an individual or group in efforts toward accomplishing goals in a given situation."¹ It is important to note that this definition makes no mention of any particular type of organization because in any situation where someone is trying to influence the behavior of another individual or group, leadership is occurring. Thus, everyone attempts leadership at one time or another, whether his or her activities are centered around a business, an educational institution, hospital, political organization or family.

If this is true and you are interested in getting some feedback on your own leadership

style, read the directions below and respond to the 12 items that follow. These items comprise the Leader Adaptability and Style Inventory (LASI),² an instrument that was developed at the Center for Leadership Studies, Ohio University and is now being used in many of the environments mentioned above.

The Inventory

Assume you are involved in each of the following 12 situations. READ each item carefully. THINK about what you would do in each circumstance. Then CIRCLE the letter of the alternative action choice which you think would most closely describe your behavior in the situation presented. Circle only *one choice*. In

reading each situation, interpret key concepts in terms of the environment or situation in which you most often think of yourself as assuming a leadership role. For example, when an item mentions subordinates, if you think that you engage in leader behavior most often as an industrial manager then think about your staff as subordinates. If, however, you think of yourself as assuming a leadership role usually as a parent, think about your children as your subordinates. As a teacher, think about your students as subordinates.

Do not change your situational frame of reference from one item to another. Separate LASI instruments may be used to examine your leader behavior in as many

<p>SITUATION</p> <p>1 Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is in a tailspin.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion but don't push. C. Talk with subordinates and then set goals. D. Intentionally do not intervene.</p>
<p>SITUATION</p> <p>2 The observable performance of your group is increasing. You have been making sure that all members were aware of their roles and standards.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Engage in friendly interaction, but continue to make sure that all members are aware of their roles and standards. B. Take no definite action. C. Do what you can to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.</p>
<p>SITUATION</p> <p>3 Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Involve the group and together engage in problem-solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage group to work on problem and be available for discussion.</p>
<p>SITUATION</p> <p>4 You are considering a major change. Your subordinates have a fine record of accomplishment. They respect the need for change.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow group involvement in developing the change, but don't push. B. Announce changes and then implement with close supervision. C. Allow group to formulate its own direction. D. Incorporate group recommendations, but you direct the change.</p>
<p>SITUATION</p> <p>5 The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles has helped in the past. They have continually needed reminding to have their tasks done on time.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Allow group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but don't push.</p>
<p>SITUATION</p> <p>6 You stepped into an efficiently run situation. The previous administrator ran a tight ship. You want to maintain a productive situation, but would like to begin humanizing the environment.</p>	<p>ALTERNATIVE ACTIONS</p> <p>A. Do what you can to make group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally do not intervene. D. Get group involved in decision-making, but see that objectives are met.</p>

(continued...)

<p>7</p> <p>SITUATION</p> <p>You are considering major changes in your organizational structure. Members of the group have made suggestions about needed change. The group has demonstrated flexibility in its day-to-day operations.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none"> A. Define the change and supervise carefully. B. Acquire group's approval on the change and allow members to organize the implementation. C. Be willing to make changes as recommended, but maintain control of implementation. D. Avoid confrontation; leave things alone.
<p>8</p> <p>SITUATION</p> <p>Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none"> A. Leave the group alone. B. Discuss the situation with the group and then initiate necessary changes. C. Take steps to direct subordinates toward working in a well-defined manner. D. Be careful of hurting boss-subordinate relations by being too directive.
<p>9</p> <p>SITUATION</p> <p>Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gathering. Potentially they have the talent necessary to help.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none"> A. Let the group work it out. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but don't push.
<p>10</p> <p>SITUATION</p> <p>Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none"> A. Allow group involvement in redefining standards, but don't push. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure. D. Incorporate group recommendations, but see that new standards are met.
<p>11</p> <p>SITUATION</p> <p>You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relationships are good.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none"> A. Take steps to direct subordinates toward working in a well-defined manner. B. Involve subordinates in decision-making and reinforce good contributions. C. Discuss past performance with group and then you examine the need for new practices. D. Continue to leave group alone.
<p>12</p> <p>SITUATION</p> <p>Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long range goals. They have worked in harmony for the past year. All are well qualified for the task.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none"> A. Try out your solution with subordinates and examine the need for new practices. B. Allow group members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Make yourself available for discussion, but be careful of hurting boss-subordinate relations.

different settings as you think helpful.

You have just completed the LASI-Self. This instrument was developed to help you gain some insight into your perception of how you behave as a leader. It is designed to measure your self perception of three aspects of leader behavior: (1) style, (2) style range and (3) style adaptability. Throughout the remainder of this article you will be given theoretical frameworks and other information about these three aspects of leader behavior in order to help you score and interpret your responses to the LASI-Self.

Style

Your leadership style³ is the consistent patterns of behavior which you exhibit, as perceived by others, when you are attempting to influence the activities of people. This behavior has been developed over time and is what others learn to recognize as you the leader, your style or leader personality. They expect and can even predict certain kinds of behavior from you. The pattern generally involves either task behavior or relationships behavior or some combination of both. The two types of behavior, task and relationship, which are central to the concept of leadership style, are defined:

Task Behavior—The extent to which a leader is likely to organize and define the roles of the members of his group (followers); to explain what activities each is to do as well as when, where, and how tasks are to be accomplished. It is further characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

Relationship Behavior—The extent to which a leader is likely to maintain personal relationships

between himself and the members of his group (followers) by opening up channels of communication, delegating responsibility and giving subordinates an opportunity to use their potential. It is characterized by socio-emotional support, friendship and mutual trust.⁴

The recognition of task and relationship as two important dimensions of leader behavior has been an important part of the works of management theorists over the last several decades. These two dimensions have been variously labeled, including terminology such as "autocratic"/"democratic" and "employee-oriented"/"production-oriented."

Considered Either/Or

For some time, it was believed that task and relationship were either/or styles of leader behavior and, therefore, could be depicted on a single dimension, a continuum, moving from very authoritarian (task) leader behavior at one end to very democratic (relationship) leader behavior at the other.⁵

In more recent years, the feeling that task and relationship were either/or leadership styles has been dispelled. In particular, the leadership studies initiated in 1945 by the Bureau of Business Research at Ohio State University questioned this assumption.⁶

Observing the actual behavior of leaders in a wide variety of situations, the Ohio State staff found that leadership styles tended to vary considerably from leader to leader. The behavior of some was characterized mainly by structuring activities of followers in terms of task accomplishments, while others concentrated on providing socio-emotional support in terms of personal relationships between themselves and their followers. Other leaders had styles

characterized by both task and relationship behavior. There were even some individuals in leadership positions whose behavior tended to provide little structure or consideration.

No dominant style appeared. Instead, various combinations were evident. Thus, it was determined that task and relationship are not either/or leadership styles as an authoritarian-democratic continuum suggests. Instead, these patterns of leader behavior can be plotted on two separate axes as shown in Figure 1. (This figure will be used for scoring your self-perceptions of your leadership style and style range from your LASI-Self.)

Determining Leadership Style

Your perception of your leadership style on the LASI-Self can be determined by circling in Table I below, the letter of the alternative action you chose for each situation and then totaling the number of times an action was used in each of the four sub-columns. The alternative action choices are not distributed alphabetically but according to what style quadrant a particular action alternative represents.

Sub-column totals from Table I (Style Range) can be transferred to the basic leader behavior styles in Figure 1. The column numbers correspond to the quadrant numbers of the model as follows:

Sub-column (1) - alternative action choices describe (Quadrant 1), High Task/Low Relationship Behavior.

Sub-column (2) - alternative action choices describe (Quadrant 2), High Task/High Relationship Behavior.

Sub-column (3) - alternative action choices describe (Quadrant 3), High Relationship Low Task Behavior.

Figure 1.

The Basic Leader Behavior Styles

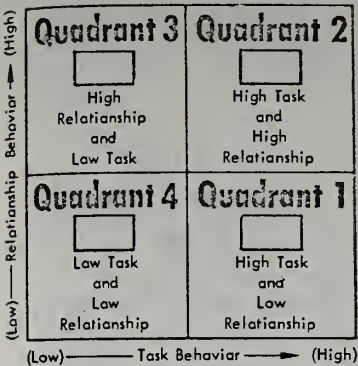


Table 1.

Determining Leadership Style and Style Range

		(Style Range) Alternative Actions			
		(1)	(2)	(3)	(4)
SITUATIONS	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
Sub-columns		(1)	(2)	(3)	(4)

Sub-column (4) - alternative action choices describe (Quadrant 4), Low Task/Low Relationship Behavior.

Enter the totals associated with each of the four basic leadership styles in the boxes provided in Figure 1.

Your *dominant leadership style* is defined as the quadrant where the most responses fall. Your *supporting style(s)* is a leadership style which you tend to use on occasion. The frequency of responses in quadrants other than that of your dominant style suggests the number and degree of supporting styles as you perceive them.

Self-Perception Vs. Style

It is important to note that there is a difference between the self-perception of your leadership style (which LASI-Self indicates) and your actual leadership style. As you recall, leadership style was defined as the consistent patterns of behavior which you exhibit, *as perceived by others*, when you are involved in influencing the activities of others. Thus the self-perception of your leadership style may or may not reflect your actual leadership depending on how close your perceptions are to the perceptions of others.

People whom you are attempting to influence will respond to you based on their perception of reality not your own. Therefore, you could think of yourself as a very warm, democratic leader but if the people working with you think you are a hard-nosed autocratic leader, they will respond to you according to that autocratic impression.

It is for this reason that Leader Adaptability Style Inventory (LASI) instruments have also been developed to reflect the perceptions of your subordinates (LASI-Subordinate) and superior(s), and peers or associates (LASI-Other). Comparing one's self-perception of leadership style with the perceptions of others can be very useful.

LASI-Subordinate

This instrument is a way for you to get feedback on how your behavior is perceived by subordinates. These LASI instruments may be distributed to all people reporting directly to you and/or individuals whose behavior you attempt to influence in your everyday interactions. It is recommended that for scoring, LASI-Subordinate instruments be mailed anonymously to someone outside your work group and preferably outside your organization.⁷

Only generalized data should be shared with you. The confidentiality of each individual's responses to the questions could, in this manner, be maintained and still provide you with relevant feedback on how your behavior is preserved by your work group.

LASI-Other

This instrument can be used in a similar fashion to LASI-Subordinate but is intended to gather data for you from your superior as well as key associates or peers. Key associates⁸ are people at your level in the organization with whom you interact on a day to day or week to week basis in order to accomplish tasks. For a vice-president for production, key associates would probably be the other vice-presidents, for a school teacher key associates might be other teachers in his or her department.

Style Range

Your dominant style plus supporting styles determines your style range.⁹ In essence, this is the extent to which you perceive your ability to vary your leadership style.

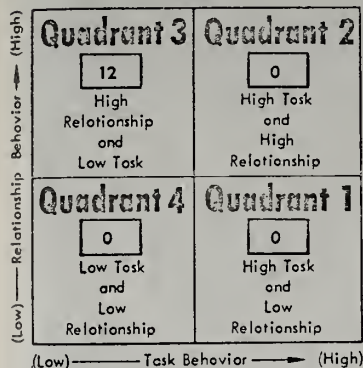
Your style range can be analyzed by examining which quadrants your responses to the LASI-Self occur in Figure 1 as well as

the frequency of these occurrences. If your responses fall only in one quadrant as in A in Figure 2, then you perceive the range of your behavior as limited; whereas if responses fall in a number of quadrants as in B, you perceive yourself as having a wide range of leader behavior.

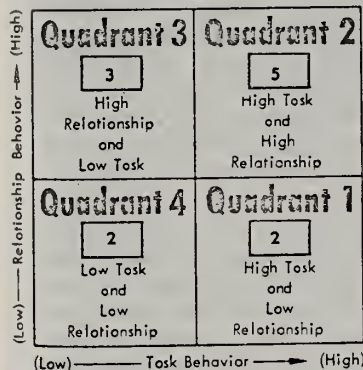
Figure 2.

Different Style Ranges

A



B



Tri-Dimensional Model

After identifying task and relationship as the two central aspects of leader behavior, numerous practitioners and writers tried to determine which of the four basic styles depicted was the "best" style of leadership, that is the one

which would be successful in most situations. At one point, high task/high relationship (quadrant 2) was considered the "best" style, while low task/low relationship (quadrant 4) was considered the "worst" style.¹⁰

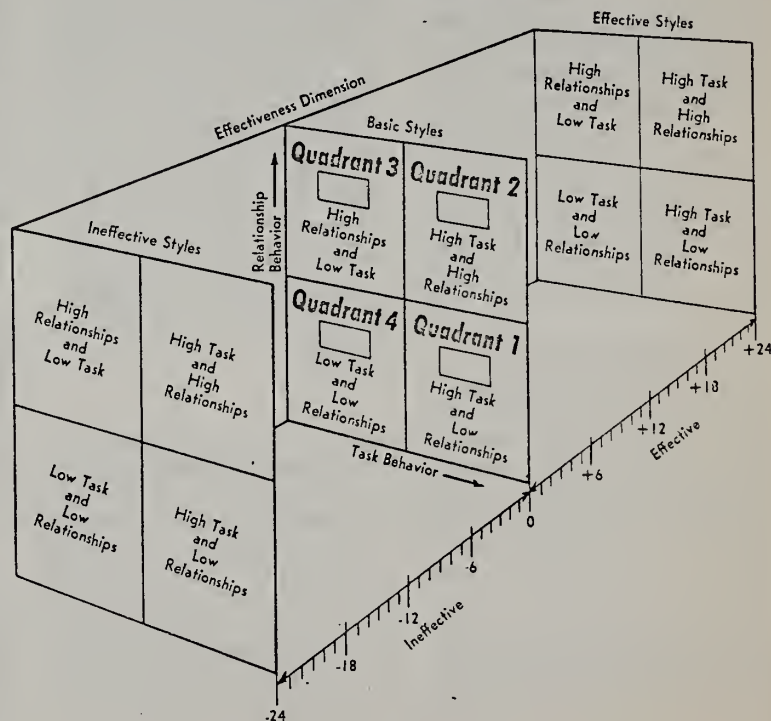
Yet, evidence from research in the last decade clearly indicates that there is no single all-purpose leadership style.¹¹ Successful leaders are those who can adapt their behavior to meet the demands of their own unique environment.

If the effectiveness of a leader behavior style depends on the situation in which it is used, it follows that any of the four basic styles in Figure 1 may be effective or ineffective depending on the situation. *The difference between*

the effective and the ineffective styles is often not the actual behavior of leader, but the appropriateness of this behavior to the situation in which it is used. In an attempt to illustrate this concept and build on previous work in leadership, an effectiveness dimension was added to the task and relationship dimensions of earlier leadership models to create the Tri-Dimensional Leader Effectiveness Model¹² presented in Figure 3. (This figure will be used for intergrading your self-perception scores of your leadership style and style range with your perceived style adaptability from your LASI-Self.) This model was developed to help practitioners more accurately diagnose the appropriateness of their leadership style(s) to specific situations.

Figure 3.

The tri-dimensional leader effectiveness model



Style Adaptability

Style adaptability¹³ is the degree to which leader behavior is appropriate to the demands of a given situation. A person with a narrow style range can be effective over a long period of time if the leader remains in situations in which his or her style has a high probability of success. Conversely a person with a wide range of styles may be ineffective if these behaviors are not consistent with the demands of the situation.

Thus style range is not as relevant to effectiveness as is style adaptability; a wide style range will not guarantee effectiveness. For example, in A in Figure 2, the leader has a dominant relationships style with no flexibility; in B, while the leader has a dominant style of high task and high relationships, three supporting styles which can be used on some occasions are possessed. In this example, A may be effective in situations that demand a relationships-oriented style, such as in coaching or counseling situations. In B, however, the potential to be effective in a wide variety of instances is present. It should be remembered, though, that his style range will not guarantee effectiveness. The B style will be effective only if the leader makes style changes appropriately to fit the situation.

For example, when the group needs some socio-emotional support, the leader may be unavailable; when work groups need some goal setting, B types may be supportive but non-directive; and when followers have their objectives clearly in line, they may exert undue pressure for productivity.

These examples demonstrate that B has a wide range of flexibility, but in each case the behavior used was inappropriate to the environment. This empha-

sizes the importance of a leader's diagnostic skills and the fact that while style range is important, the critical element in determining a leader's effectiveness is his or her style adaptability.

Determining Style Adaptability

The degree of style adaptability or effectiveness which you indicate for yourself as a leader can be theoretically determined by circling on Table 2 the score given each alternative action choice and then calculating the total score as indicated.

Table 2.

Determining Style Adaptability

		ALTERNATIVE ACTIONS			
		A	B	C	D
SITUATIONS	1	+2	-1	+1	-2
	2	+2	-2	+1	-1
	3	+1	-1	-2	+2
	4	+1	-2	+2	-1
	5	-2	+1	+2	-1
	6	-1	+1	-2	+2
	7	-2	+2	-1	+1
	8	+2	-1	-2	+1
	9	-2	+1	+2	-1
	10	+1	-2	-1	+2
	11	-2	+2	-1	+1
	12	-1	+2	-2	+1
SUB-TOTAL					
		+	+	+	+
		= TOTAL			

The weighting of a +2 to -2 is based on behavioral science concepts, theories and empirical research (discussed later). The leader behavior with the highest probability of success of the alternatives offered in the given situation is always weighted a +2. The behavior with the lowest probability of success is always weighted a -2. The second best alternative is

weighted a +1 and the third is -1.

After determining your total score on style adaptability or effectiveness you can integrate this score into The Tri-Dimensional Leader Effectiveness Model by placing an arrow () in Figure 3 along the ineffective (-1 to -24) or effective (+1 to +24) dimension of the leadership model that corresponds to your total score from Table 2. At this time you may also want to transfer your leadership style and style range scores from Figure 1 to the Tri-Dimensional Leader Effectiveness Model (Figure 3) so that all your LASI-Self data are located together.

Life Cycle Theory

What determines effectiveness? The weighting of a +2 to -2 discussed above is based on situational analysis using the Life Cycle Theory of Leadership.¹⁴ This theory is based on a relationship between the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) a leader provides, and the followers' level of "maturity."

Followers in any situation are vital, not only because individually they accept or reject the leader, but as a group they actually determine whatever personal power the leader may have.

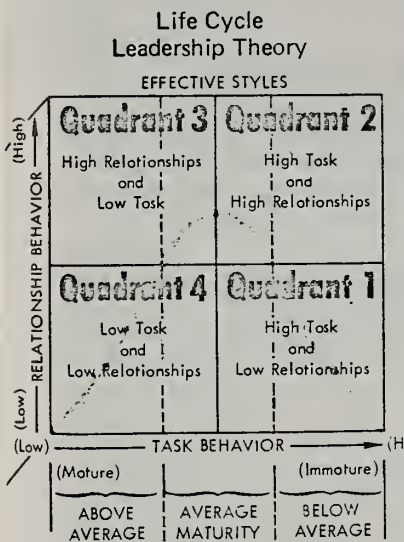
Followers' Maturity

Maturity is defined in the Life Cycle Theory by the level of achievement-motivation, willingness and ability to take responsibility, and task relevant education and experience of an individual or a group. While age may affect maturity level, it is not directly related to the type of maturity focused on by Life Cycle Theory. The theory is concerned with psychological age, not chronological age.

According to Life Cycle Theory, as the level of maturity of one's followers continues to increase, a leader should begin to reduce task behavior and increase relationship behavior until the point where the individual or group is sufficiently mature that the leader can now decrease relationship behavior (socio-emotional support) as well.

Thus this theory focuses on the appropriateness of effectiveness of leadership styles according to the level of maturity of one's follower or group. This cycle can be illustrated by the bell-shaped curve going through the four leadership quadrants as shown in Figure 4.

Figure 4.



As can be seen in Figure 4, some bench marks or degrees of maturity can be provided for determining appropriate leadership style by dividing the maturity continuum into three categories—below average, average and above average.

This theory of leadership states that when working with people of

below average maturity, a high task style (quadrant 1) has the highest probability of success. In dealing with people of average maturity, the style of quadrants 2 and 3 appear to be most appropriate. Quadrant 4 has the highest probability of success working with people of above average maturity.

Modifying Maturity Levels

In attempting to help individuals or groups mature, i.e. to get them to take more and more responsibility, a leader must be careful not to delegate responsibility and/or increase socio-emotional support too rapidly. If this is done, the individual or group may take advantage, viewing the leader as a "soft touch." Thus the leader must develop them slowly, using less task behavior and more relationship behavior as they mature. When an individual's performance is low, one cannot expect drastic changes overnight. For a desirable behavior to be obtained, a leader must reward as soon as possible the slightest appropriate behavior exhibited by the individual in the desired direction and continue this process as the individual's behavior comes closer and closer to the leader's expectations of good performance. This is a behavior modification concept called *reinforcing positively successive approximations*¹⁵ of a desired behavior.

For example, if a leader wants to move a normally immature individual through the cycle to assume significantly more responsibility, the leader's best bet initially is to reduce some of the structure by giving the individual an opportunity to assume some increased responsibility. If this responsibility is well handled, the leader should reinforce this behavior with increases in socio-emo-

tional support or relationship behavior. This is a two step process: first, reduction in structure, and if adequate performance follows; second, increase socio-emotional support as reinforcement.

This process should continue until the individual is assuming significant responsibility and performing as a mature individual. This does not mean that the individual's work will have less structure, but it will now be internally imposed by the individual rather than externally imposed by the leader or manager. When this happens, the cycle as depicted by Life Cycle Theory of Leadership in Figure 4 begins to become a backward bending curve. Individuals are not only able to structure many of the activities in which they engage, but are also able to provide their own satisfaction for interpersonal and emotional needs.

Positive Reinforcement

At this stage individuals are positively reinforced for accomplishments by the leader not looking over their shoulders and by the leader leaving them more and more on their own. It is not that there is less mutual trust and friendship but it takes less overt behavior to prove it with a mature individual.

Although this theory suggests a basic style for different levels of maturity it is not a one-way street. When people begin to behave less maturely, for whatever reason, i.e. crisis at home, change in work technology etc., it becomes appropriate for the leader to make a behavior adjustment backward through the curve to meet the present maturity level of the group. For example, take the individual who is presently working well alone. Suppose, suddenly, he or she faces a family crisis

which begins to affect job performance. In this situation, it might be appropriate for the manager to moderately increase structure and socio-emotional support until the individual regains composure.

Rationale and Analysis

In the LASI instrument which you completed, each of the 12 situations theoretically called for one of the four basic leadership styles depicted in Figure 1. In each case, the situation described something about the maturity level of a work group you might be working with in your role as a

leader. Using Life Cycle Theory of Leadership as the analytical tool, three of the situations demanded a high task/low relationship action (Quadrant 1), three required a high task/high relationship choice (Quadrant 2), three required a high relationship/low task style (Quadrant 3), and finally three asked for a low task/low relationship style (Quadrant 4).

Thus a person who picked the alternative with the highest probability in all 12 situations would have indicated three style choices in each quadrant and a +24 adaptability or effectiveness score.

In this section, the 12 situations and their corresponding alternative actions are analyzed and the

rationale for evaluating and weighting alternatives is briefly explained according to Life Cycle Theory of Leadership. This is done to help you get a better idea of your diagnostic ability and provide you with some explanations about the theoretical appropriateness of your alternative action choices on the LASI-Self. It should be noted that since the rationale and analysis would be the same for all three forms of LASI, the situations below are written in the third person. In addition, for each situation discussed the alternative actions are listed in the order of their effectiveness, not in alphabetical order.

Situation #1

Subordinates are not responding lately to the leader's friendly conversation and obvious concern for their welfare. Their performance is in a tailspin.

DIAGNOSIS

The group is rapidly decreasing in maturity as evidenced by the tailspin in productivity. The leader may be perceived as permissive because of the high degree of relationship behavior he or she is displaying. The leader's best bet in the short run is to cut back significantly in developing personal relationships with the group and initiate considerable structure, i.e. explaining what activities group members are to do and when, where, and how tasks are to be accomplished. If the group begins to show some signs of assuming responsibility, the leader can begin to increase relationship behavior and start again to delegate.

Alternative Actions

The leader would . . .

- A. emphasize the use of uniform procedures and the necessity for task accomplishment.

Rationale

(+2) This action (HT/LR) provides the

directive leadership needed to increase group productivity in the short run.

- C. talk with subordinates and then set goals.

Rationale

(+1) This action (HT/HR) may be appropriate if the group begins to mature and demonstrate some ability to meet deadlines and accomplish tasks.

- B. be available for discussion, but not push.

Rationale

(-1) This action (HR/LT) is appropriate for a group, average in maturity, with reasonable output; one which is taking some responsibility for decisions, searching out the leader only for special situations. At present, this group does not have that level of maturity.

- D. intentionally not intervene.

Rationale

(-2) This "hands-off" action (LT/LR) will only increase the probability that this behavior will continue.

Situation #2

The observable performance of the group is increasing. The leader has been making sure that all members were aware of their roles and standards.

DIAGNOSIS

The group has been responding well to structured behavior from its leader; the maturity of the group seems to be increasing. The leader, while needing to change his or her style to reflect this increased maturity, must be careful not to increase socio-emotional support too rapidly. Too much socio-emotional support and too little structure may be seen by the group as permissiveness. The best bet, therefore, is to reinforce positively *successive approximations* as the group's behavior comes closer and closer to the leader's expectations of good performance. This is done by a two step process of first reduction in structure (task behavior), and then, if adequate performance follows, an increase in socio-emotional support (relationship behavior).

Alternative Actions

The leader would . . .

- A. engage in friendly interaction, but continue to make sure that all members are aware of their roles and standards.

Rationale

(+2) This action (HT/HR) will best facilitate increased group maturity. While some structure is maintained by seeing that members are aware of their roles and standards, increased consideration is shown by friendly interaction with the group.

- C. do what can be done to make the group feel important and involved.

Rationale

(+1) While this group is maturing, this action (HL/LT) might be increasing socio-emotional support too rapidly. It would be appropriate if the group continues to take more responsibility.

- D. emphasize the importance of deadlines and tasks.

Rationale

(-1) This action (HT/LR) reveals no change in leadership style and as a result, no positive reinforcement is given to the group for improved

performance. With no increased socio-emotional support or opportunity to take more responsibility, group performance may begin to decline rather than continue to increase.

- B. take no definite action.

Rationale

(-2) This action (LT/LR) would turn over significant responsibility to this group too rapidly. Structure should be cut back gradually, with incremental increases in socio-emotional support.

Situation #3

Members of the group are unable to solve a problem themselves. Their leader has normally left them alone. Group performance and interpersonal relations have been good.

DIAGNOSIS

The group, above average in maturity in the past as good performance and interpersonal relations suggest, is now unable to solve a problem and needs an intervention from the leader. The leader's best bet is to open up communication channels again by calling the group together and helping to facilitate problem-solving.

Alternative Actions

The leader would . . .

- D. encourage group to work on problem and be available for discussion.

Rationale

(+2) This action (HR/LT) allows the group to derive its own solution to the problem, but makes the leader available to act as a facilitator in this process if necessary.

- A. involve the group and together engage in problem-solving.

Rationale

(+1) This action (HT/HR) might be appropriate if the group continues to be unable to solve the problem.

- B. let the group work it out.

Rationale

(-1) This action (LT/LR) is no longer appropriate since the group has been unable to solve the problem; some help is needed from the leader.

- C. act quickly and firmly to correct and redirect.

Rationale

- (-2) This action (HT/LR) is too drastic as the group has demonstrated maturity in the past and the ability to work on its own.

Situation #4

The leader is considering a major change. Subordinates have a fine record of accomplishment. They respect the need for change.

DIAGNOSIS

Since the leader is considering a major change and the members of the group are mature and respect the need for change, the leader's best bet is to keep communication channels open.

Alternative Actions

The leader would . . .

- C. allow the group to formulate its own direction.

Rationale

- (+2) This action (LT/LR) would maximize the involvement of this mature group in developing and implementing the change.

- A. allow group involvement in developing the change, but would not push.

Rationale

- (+1) This action (HR/LT) would demonstrate consideration and allow group involvement in developing the change, and may be appropriate if the change means venturing into areas in which the group has less experience.

- D. incorporate group recommendations but direct the change.

Rationale

- (-1) This behavior (HT/HR) would not utilize to the fullest the potential which is inherent in this group.

- B. announce changes and then implement with close supervision.

Rationale

- (-2) This action (HT/LR) would be inappropriate with a mature group that has the potential to contribute to the development of the change.

Situation #5

The performance of the leader's group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles has helped in the past. They have continually needed reminding to have their tasks done on time.

DIAGNOSIS

The group is relatively immature, not only in terms of willingness to take responsibility but also in experience; productivity is decreasing. Initiating structure has helped in the past. The leader's best bet in the short run, will be to engage in task behavior, i.e., defining roles, spelling out tasks.

Alternative Actions

The leader would . . .

- C. redefine goals and supervise carefully.

Rationale

- (+2) This action (HT/LR) provides the directive leadership needed to increase group productivity in the short run.

- B. incorporate group recommendations, but see that objectives are met.

Rationale

- (+1) This action (HT/HR) is appropriate for working with people of average maturity, but at present this group does not have the ability or experience to make significant recommendations. As the group begins to mature, this may become a more appropriate style.

- D. allow group involvement in goal setting, but would not push.

Rationale

- (-1) This action (HR/LT) would tend to reinforce the group's present inappropriate behavior and in the future the leader may find members engaging in work restriction or other disruptive behavior to gain attention.

- A. allow the group to formulate its own direction.

Rationale

- (-2) This "hands-off" action (LT/LR) would increase the probability that this behavior will continue and productivity will further decline.

Situation #6

The leader stepped into an efficiently run situation. The previous administrator ran a tight ship. The leader wants to maintain a productive situation, but would like to begin humanizing the environment.

DIAGNOSIS

The group has responded well in the past to task behavior as evidenced by the smoothly running situation left by the last administrator. If the new leader wants to maintain a productive situation, but would like to begin humanizing the environment, the best bet is to maintain some structure but give the group opportunities to take some increase in responsibility; if this responsibility is well handled, this behavior should be reinforced by increases in socio-emotional support. This process should continue until the group is assuming significant responsibility and performing as a more mature group.

Alternative Actions

The leader would . . .

- D. get the group involved in decision-making, but see that the objectives are met.

Rationale

(+2) This action (HT/HR) best facilitates beginning to humanize the environment. While some structure and direction from the leader are maintained, socio-emotional support and group responsibility are gradually increased by moderate involvement in decision-making. If the group handles this involvement well, further increases in socio-emotional support become more appropriate.

- B. emphasize the importance of deadlines and tasks.

Rationale

(+1) While this style (HT/LR) would not begin to humanize the environment, it would tend to be a more appropriate initial action than decreasing structure too rapidly.

- A. do what can be done to make group feel important and involved.

Rationale

(-1) While the leader wants to begin to humanize the environment, this much

relationship behavior might be too early; as the group begins to demonstrate some ability to take responsibility, this action (HR/LT) could be more appropriate.

- C. intentionally not intervene.

Rationale

(-2) This "hands-off" action (LT/LR) would be too drastic a change from the tight ship run by the last administrator and would probably be perceived as permissiveness. This action is only appropriate for very mature, responsible groups which have demonstrated ability to structure their own activities and provide their own socio-emotional support.

Situation #7

The leader is considering major changes in the group structure. Members of the group have made suggestions about needed change. The group has demonstrated flexibility in its day-to-day operations.

DIAGNOSIS

The group seems to be above average in maturity as flexibility in day-to-day operations suggests. Since the leader is considering making major changes in structure and the members of the group have already made suggestions about needed change, the leader's best bet is to continue to keep communication channels open with the group. Some structure, however, might be needed because the change may be venturing into areas in which the group has less experience.

Alternative Actions

The leader would . . .

- B. acquire group's approval on the change and allow them to organize its implementation.

Rationale

(+2) This action (HR/LT) would demonstrate consideration and focus group involvement on developing the change.

- D. avoid confrontation: leave things alone.

Rationale

(+1) Once the strategy for the change has been developed and implemented with group involvement, this "hands-off"

action (LT/LR) would be appropriate for working with this kind of mature group on a day-to-day basis.

- C. be willing to make changes as recommended but maintain control of implementation.

Rationale

(-1) This behavior (HT/HR) would not utilize to the fullest the potential which is inherent in this group.

- A. define the change and supervise carefully.

Rationale

(-2) This action (HT/LR) would be inappropriate with a mature group that has demonstrated flexibility in day-to-day operations. The problem is one of implementing a major change, not with initiating structure.

Situation #8

Group performance and interpersonal relations are good. The leader feels somewhat unsure about the lack of direction given to the group.

DIAGNOSIS

The group is above average in maturity, as can be seen from good productivity and group relations. While the leader feels somewhat unsure about lack of direction of the group, this problem lies within the leader rather than within the group. Therefore the leader's best action is to continue to let the group provide much of its own structure and socio-emotional support.

Alternative Actions

The leader would . . .

- A. leave the group alone.

Rationale

(+2) This action (LT/LR) best allows the group to continue to provide its own structure and socio-emotional support.

- D. be careful of hurting boss-subordinate relations by being too directive.

Rationale

(+1) At the present time, boss-subordinate relations are not in danger; however, if an intervention is made, the leader should be careful of its impact on interpersonal relations. (HR/LT).

- B. discuss the situation with the group and then initiate necessary changes.

Rationale

(-1) At this point there is no indication of a need for change with the group. The problem is one of leader insecurity. No leader intervention is needed.

- C. take steps to direct subordinates toward working in a well-defined manner.

Rationale

(-2) This action (HT/LR) would be inappropriate as the group has demonstrated ability in working in a well-defined manner; the problem is one of leader insecurity.

Situation #9

The leader has been appointed by a superior to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Meetings have turned into social gatherings. Potentially the group has the talent necessary to help.

DIAGNOSIS

This group is below average in maturity as can be seen by tardiness in making requested recommendations, poor attendance at meetings and low concern for task accomplishment. While members potentially have the talent to help, the leader's best bet in the short run will be to initiate structure with this group, i.e., organize and define the roles of the members of the task force.

Alternative Actions

The leader would . . .

- C. redefine goals and supervise carefully.

Rationale

(+2) This action (HT/LR) provides the directive leadership needed for this group to begin accomplishing its goals.

- B. incorporate group recommendations, but see that objectives are met.

Rationale

(+1) This action (HT/HR) is appropriate for working with people of average maturity but at present this group has not demonstrated the commitment or willingness to take responsibility to make significant recommendations.

- D. allow group involvement in goal setting, but would not push.

Rationale

- (-1) This action (HR/LT) would tend to reinforce the group's present inappropriate behavior.

- A. let the group work it out.

Rationale

- (-2) This "hands-off" action (LT/LR) will only increase the probability that this inappropriate behavior will continue and requested recommendations will be further delayed.

Situation #10

Subordinates, usually able to take responsibility, are not responding to the leader's recent redefining of standards.

DIAGNOSIS

This group, usually able to take responsibility, is becoming less mature. This may be partly because the leader has recently structured the group's environment. The leader's best bet now is to keep communication channels open and to delegate more responsibility, but also be sure that the goals and objectives of the organization are maintained by a moderate degree of structure. Reinforcing positively the group's recent decrease in maturity may only increase the probability that this kind of behavior may continue in the future.

Alternative Actions

The leader would . . .

- D. incorporate group recommendations, but see that new standards are met.

Rationale

- (+2) This action (HT/HR) best handles the recent decline in maturity of this normally responsible group. While communication channels are kept open, structure is maintained by seeing that new standards are met.

- A. allow group involvement in goal setting, but would not push.

Rationale

- (+1) This action may become more appropriate as the group resumes its previous responsibility.

- C. avoid confrontation by not applying pressure.

Rationale

- (-1) This "hands-off" action (LT/LR) will only increase the probability that this behavior will recur in the future.

- B. redefine standards and supervise carefully.

Rationale

- (-2) This action (HT/LR) would be inappropriate because of the maturity level of the group. While some structure must be initiated, this action appears to be too drastic for a group usually able to take responsibility.

Situation #11

The leader has been promoted to a new position. The previous administrator was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relationships are good.

DIAGNOSIS

The previous administrator left the group alone. Members responded in a relatively mature manner with average output and good intervening variables. The new leader's best bet is to continue to let the group structure much of its own activities, but provide for some focus on improving what is now adequate output. It is also necessary to open up communication channels to establish the position of the leader and gain rapport with this group. As trust and commitment are developed, movement toward leaving the group more on its own again becomes appropriate.

Alternative Actions

The leader would . . .

- B. involve subordinates in decision-making and reinforce good contributions.

Rationale

- (+2) This action (HR/LT) best allows the group to derive its own solution to the problem but does not turn this responsibility over to members completely. While communication channels are kept open, some structure is provided by bringing the group together and focusing on increasing productivity.

- D. continue to leave the group alone.

Rationale

- (+1) This "hands-off" action (LT/LR) may

be appropriate in working with this relatively mature group on a day-to-day basis. If, however, the leader wants to improve the group's handling of tasks and direction, some additional structure may be needed.

- C. discuss past performance with group and then examine the need for new practices.

Rationale

(-1) This action (HT/HR) might be appropriate if a significant problem develops in the handling of tasks and direction. At this point, there is no urgent problem with performance.

- A. take steps to direct subordinates toward working in a well-defined manner.

Rationale

(-2) This action (HT/LR) would be inappropriate as the group has demonstrated its ability in working in a well-defined manner. There is no significant problem, only a change in leadership.

Situation #12

Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long range goals. They have worked in harmony for the past year. All are well qualified for the task.

DIAGNOSIS

The group is well above average in maturity, as can be seen from its record of accomplishment and

ability to maintain long-term goals. The leader's best bet in the short run will be to let group members solve their own problem; however, if the difficulties continue or intensify, alternative leadership styles could be considered.

Alternative Actions

The leader would . . .

- B. allow group members to work it out themselves.

Rationale

(+2) This action (LT/LR) best allows the group to derive its own solution to the problem.

- D. be available for discussion, but be careful of hurting boss-subordinate relations.

Rationale

(+1) This action (HR/LT) would be more appropriate if the problem persists or intensifies since it involves interpersonal relationships.

- A. try out solution with subordinates and examine the need for new practices.

Rationale

(-1) This action (HT/HR) is not appropriate at this time since the group has the maturity to solve the problem.

- C. act quickly and firmly to correct and redirect.

Rationale

(-2) This action (HT/LR) would be too abrupt with such a mature group. The problem is one of interpersonal relationships, not direction and task accomplishment.

Concluding Remarks

The hope in this article was that you would gain some insight into your perception of how you behave as a leader and be able to integrate that perception into a situational leadership framework. It is worth re-emphasizing though, that while it is useful for you to have insight about your leadership style, it is even more important that you know how consistent this perception is with how your behavior is perceived by others.

The closer and closer to reality a leader's perception is to the perception of others, i.e., subordinates, superior(s) and associates (peers) the higher the probability that the leader will be able to cope effectively with that reality. Thus, while LASI-Self scores are interesting in themselves, combined with LASI-subordinate and LASI-other scores they become powerful data which can have a significant impact on the leader and the individual or group he or she is attempting to lead.

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References

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2. The development of LASI is based on the theoretical framework presented in Hersey and Blanchard, *Management of Organizational Behavior*. For more detail on these frameworks than is given in this

- article, particular attention should be given to chapters 4-7. Specific page references throughout the article.
3. Hersey and Blanchard, pp. 82-83 and 110-112.
 4. *Ibid.*, pp. 82-83. Since our model is an outgrowth of the Ohio State Leadership Studies these definitions have been adapted from their definitions of "Initiating Structure" (task) and "Consideration" (relationships), Ralph M. Stogdill and Alvin E. Coons, eds., *Leader Behavior: Its Description and Measurement*, Research Monograph No. 88 (Columbus, Ohio: Bureau of Business Research, The Ohio State University, 1957), pp. 42-43.
 5. Tannenbaum, Robert and Warren H. Schmidt, "How to Choose a Leadership Pattern," *Harvard Business Review*, March-April 1957, pp. 95-101.
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 8. Hersey and Blanchard, p. 118.
 9. *Ibid.*, pp. 121-22.
 10. See Andrew W. Halpin, *The Leadership Behavior of School Superintendents* (Chicago: Midwest Administration Center, the University of Chicago, 1959); Robert R. Blake and Jane S. Mouton, *The Managerial Grid* (Houston, Texas: Gulf Publishing, 1964); and Rensis Likert, *New Patterns of Management* (New York: McGraw-Hill Book Company, 1961).
 11. As examples see, A. K. Korman, "Consideration," "Initiating Structure," and Organizational Criteria—A Review," *Personnel Psychology: A Journal of Applied Research*, XIX, No. 4 (Winter 1966), pp. 349-61; and Fred E. Fiedler, *A Theory of Leadership Effectiveness* (New York: McGraw-Hill Book Company, 1967).
 12. Hersey and Blanchard, pp. 81-87. For a discussion of an early attempt to add an effectiveness dimension to the task and relationships dimensions see William J. Reddin, "The 3-D Management Style Theory," *Training and Development Journal*, April 1967, pp. 8-17; see also Reddin, *Management Effectiveness* (New York: McGraw-Hill Book Company, 1970).
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 14. Life Cycle Theory of Leadership was developed at the Center for Leadership Studies, Ohio University, Athens, Ohio. It was first published in Paul Hersey and Kenneth H. Blanchard, "Life Cycle Theory of Leadership," *Training and Development Journal*, May 1969.
 15. The most classic discussions of behavior modification, or operant conditioning, have been done by B. F. Skinner. See Skinner, *Science and Human Behavior* (New York: The Macmillan Company, 1953).

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Appendix C

Field Experience of the Investigator

The following are major field experiences of the investigator listed in the format:

Activity
Number of participants
Nature of experience and comments

Salve Regina College, Newport, RI.

Thirty participants.

One, three-hour presentation on leadership to student leaders.

Salve Regina College, Newport, RI.

Twelve participants.

A ten-week leadership training seminar; one, two-hour session weekly for elected class leaders.

Psychological Education Program, Fall River, MA.

Twenty participants.

A practicum in psychological education administration. Support group meeting, visiting supervisor to classes (first grade through twelfth grade) to assist teachers in implementing a psychological education program in public and private schools. Thirty weeks.

Psychological Education Program, Fall River, MA.

Twenty-five participants.

Staff-observer in one week (forty-five hours) teacher training program.

Human Resources Development Center, Newport, RI.

Ten to twelve participants.

Co-directed semi-weekly meeting of selected staff members and spouses for personal development (fifteen weeks, three hours a session).

Human Resources Development Center, Newport, RI.

One to six participants.

Individual and small group staff in-service training. Semi-weekly. Four hours a session for fifteen weeks.

Human Development Committee, Foxboro, MA.

Twelve to sixteen participants.

Leadership consultant, advisor to Human Development Coordinator, design and implementation of human development programs. Fifteen four-hour meetings.

Human Development Program, Kingston, RI.

Sixty participants.

Staff, one-day workshop on Human Development Program design and implementation.

Paraprofessional Counselor Training, Amherst, MA.
 Thirty participants.
 Presentation on leadership (three hours).

Naval Reserve Training Center, Springfield, MA.
 Fifty participants.
 Two different three-hour presentations on Life Cycle Leadership Theory and maturity determination.

Naval Reserve Training Center, Springfield, MA.
 Twelve participants.
 One-day seminar on maturity determination at AV Department, Springfield Technical Community College.

Psychological Education Program, Fall River, MA.
 Twenty-two participants.
 One-day seminar on Life Cycle Leadership Theory with extensive use of closed circuit television systems.

Case House, Fall River, MA.
 Forty participants.
 Designed and conducted two sections of a one-week seminar on leadership for educational administrators. Extensive use of television.

Psychological Education Program, Fall River, MA.
 Eighteen participants.
 Director design, and implementation of introductory one-week seminar based upon Life Cycle Leadership Theory for beginning psychological education teachers. Extensive use of television.

Psychological Education Program, Fall River, MA.
 Five participants.
 Direction of assistant training for Psychological Education Program (one week concurrent training).

National Ski Patrol (Eastern Division), Mt. Tom, MA.
 Twenty-eight participants.
 One-day seminar on leadership and maturity determination with television.

Human Resources Development Center, Newport, RI.
 Seven participants (all female).
 One-day seminar in Leadership for Women.

Holy Cross Episcopal Church, Middletown, RI.
 Four participants.
 Training lay readers using Life Cycle Leadership Theory. Ten two-hour training meetings.

School of Education, Amherst, MA.

Four participants.

Design and implementation of three-hour presentations on Life Cycle Theory of Leadership and maturity determination (comprehensive examination for Ed.D.).

School of Education, Amherst, MA.

Ten to twelve participants.

Design and implementation of four different three-hour sessions on Life Cycle Leadership Theory for School of Education marathon.

Westover Air Force Base, Westover, MA.

Fifteen participants.

Design and implementation of three semester hour graduate course on Life Cycle Leadership Theory and maturity determination (limited use of television systems).

NROTC Study Group, U.S. Navy, Pensacola, FL.

One, Director of Research.

Consultant to Research Director of Study Group, development of program and meetings using Life Cycle Leadership Theory concepts.

U.S. Air Force Academy, Colorado Springs, CO.

NA

Presentation on Life Cycle Leadership Theory and maturity determination to Fourth Annual Psychology in the Air Force Symposium.

Leadership Committee, Foxboro, MA.

Ten participants.

Two-hour presentation on Life Cycle Leadership Theory as basis of in-service administrative training program.

NROTC Study Group, U.S. Navy, Pensacola, FL.

NA

Member of Motivation and Guidance Sub-Committee. Three-day meeting.

University of Massachusetts, Amherst, MA.

Forty-five participants.

Visiting lecturer, Administration of Counseling course. Two-hour presentation on three occasions.

30th Annual NROTC Instructors' Seminar, Naval War College, Newport, RI.

Sixty participants.

Co-conductor of a twenty-hour seminar in counseling skills (extensive use of television).

Naval Postgraduate School, Monterey, CA.

Sixteen participants.

Two-hour demonstration of Life Cycle Leadership Theory and maturity determination.

30th Annual NROTC Instructors' Seminar, Naval Air Station, Oakland, CA.
 Forty-five participants.
 Co-conductor of a twenty-hour seminar in counseling skills (no television).

Leadership Department, U.S. Army Infantry School, Ft. Benning, GA.
 Fourteen participants.
 Director of two-day seminar in Life Cycle Leadership Theory and the determination of follower maturity (limited use of television systems).

Management Department, Naval War College, Newport, RI.
 Thirty participants.
 Two-hour presentation on use of television for in-service teaching improvement techniques.

Human Resources Division, U.S. Army Personnel and Administration Combat Activity, Fort Benjamin, Harrison, IN.
 Fourteen participants.
 Design and presentation of four-day seminar on leadership and maturity determination. Limited use of television.

Public School Department, Foxboro, MA.
 Eighteen participants.
 Design and presentation of two-day seminar on Life Cycle Leadership Theory and follower maturity determination. Extensive use of television.

Massachusetts Personnel and Guidance Association, Hampshire County, MA.
 Eight participants.
 A three-hour presentation on counseling and leadership.

Manchester Community College, Manchester, CT.
 Eighteen participants.
 Two-hour presentation on leadership for teachers. Television used.

Public Interest Research Group, Amherst, MA.
 Twenty-eight participants.
 Two-hour presentation on leadership in non-profit organization.

Appendix D

Sample Participant Behavioral Listing of Maturity

The following is the presentation of follower behavioral listings of a four-man team assigned the Argyris dimensions of maturity task on the second day of a seminar in August, 1973.

- | | |
|------------------------|----------------------------|
| 1. <u>Active</u> | <u>Passive</u> |
| Physically | Non-chalant (sic.) |
| Eye contact | Day dreaming |
| Nodding | Body not moving (staying) |
| Mirroring | Talking (sub-group) |
| Facial activity | Inconsiderate |
| Concentration | Re-active |
| Contributing | |
| Pro-active | |
| 2. <u>Independence</u> | <u>Dependence</u> |
| Questioning | Blind obedience |
| Dissenting | Conformity |
| Originating | Acquiesces |
| Secure | Authority |
| Stable | Questions for direction |
| Comfortable | Closed end |
| Calm | |
| Negotiating | |
| Alternatives | |
| Examining | |
| Sees other as resource | |
| 3. <u>Behavior +</u> | <u>Behavior -</u> |
| Versatile | Stereotype reaction |
| Appropriate | Erratic (no cause--effect) |
| Varied | Rigid |
| Flexible | Destructive |
| | Hypercritical |
| | Chauvanistic |
| 4. <u>Interest +</u> | <u>Interest -</u> |
| Concern | Distraction |
| Commitment | Doesn't care |
| Involvement | No commitment |
| Body (in it!) | Body (out of it!) |
| Energy | Negative |
| Enthusiastic | Neuter |
| Helping | |

- | | |
|--|--|
| <p>5. <u>Perspective--Long</u>
 Goals
 (Why are we doing this?)
 Process
 Proper allocation
 Task distribution
 Resources</p> | <p><u>Perspective--Short</u>
 Impulsive
 Do it!
 Disenchantment
 ("We could spend all day on this.")</p> |
| <p>6. <u>Position--Equal</u>
 Cooperative
 Respectful (end)
 Non-judgmental
 Ideas/not source
 Sharing</p> | <p><u>Position--Subordinate</u>
 Dominant
 Judgmental
 Closed
 (The Boss!!)
 Condescending
 Role assumptions
 Docile</p> |
| <p>7. Self { <u>control</u>
 <u>awareness</u>
 Honest
 Congruent
 Evaluative
 Adjusting
 Originator
 Here and now
 Integrity</p> | <p><u>Lack of awareness</u>
 Incongruent!
 Careless
 Harsh
 Judgmental
 Inappropriate
 Then-There</p> |

Appendix E
Moore Maturity Instrument

Appendix F

Major Sources and Contributions to the Study

This appendix is a presentation of the major sources and their contribution to the determination of follower maturity level:

Paul Hersey and Kenneth H. Blanchard: Life Cycle Leadership Theory. Dimensions of Maturity.

Chris Argyris: Basic self-actualization trends of the human personality. Dimensions of Maturity.

Ronald H. Fredrickson: The requirement for maturity dimensions to be based upon follower behavior.

Kathryn H. Bartol: Leadership for Women.

Anita Simon and E. Gill Boyer: Observations of behavior.

Commander U. S. James, U.S. Navy: Organization Development and leadership.

Larry K. Michaelson: Leadership theories and research.

David C. McClelland: Achievement motivation concepts.

Fred Fiedler: Situational approach to leadership research.

Robert Blake and Jane Mouton: Experiential leadership training.

T. Adorno et.al.: Personality in leadership.

Daniel Katz and Robert Kahn: Role theory and follower maturity.

Eric J. Miller and Albert K. Rice: The generalizations about individuals as pertinent to group.

W. R. Bion: Individual and group functioning.

Rensis Likert: The performance of groups: Groups having a personality more than the total of individuals.

Ned A. Flanders: Observation of teacher behavior.

John T. F. Cheffers: Observation of non-verbal teacher and student behavior.

Charles Galloway: Observation system for non-verbal teacher behavior.

National Training Laboratories: Roles in behavioral terms.

Human Resources Management Pilot Program: The requirement for an overall theory.

Telemetrics: A typical field group behavior measurement instrument.

David Berlew: The concept of followership skills.

McBer and Company: The instrumentation of achievement motivation.

Arthur B. Sweney: The difficulty in measuring responsibility.

Wayne E. Wilson: The implementation of Life Cycle Leadership Theory in field situations.

Abraham Maslow: The construct of a hierarchy of needs (maturity).

Seminar Participants 1972-1975: Who sometimes knowingly (sometimes unknowingly) assisted in the development of the conceptualization of dimensions of maturity behavior.

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